DOCUMENT RESUME

ED 312 821 EC 221 279

TITLE	Project TRAIN: The Final Report of the Project TRAIN, 1985-1988.
INSTITUTION	Virginia Commonwealth Univ., Richmond. School of Education.; Virginia State Dept. of Education, Richmond.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	88
GRANT	G008530322
NOTE	527p.
PUB TYPE	Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF02/PC22 Plus Postage.
DESCRIPTORS	Attitude Change; Competency Based Teacher Education; *Inservice Teacher Education; Institutes (Training Programs); Lesson Plans; *Mainstreaming; *Mild Disabilities; Secondary Education; State Programs; Teacher Attitudes; *Teaching Methods; Technical Assistance
IDENTIFIERS	Virginia

ABSTRACT

The final report of Project TRAIN describes a 3-year collaborative project of Virginia Commonwealth University and the Virginia State Department of Education to provide special education inservice training for regular classroom teachers serving secondary level mildly handicapped youth. The project: (1) developed adaptive instructional training packets; (2) conducted five statewide summer institutes for assisting regular and special educators to adapt instruction for mainstreamed students; and (3) provided technical assistance to inservice personnel serving mildly handicapped youth throughout Virginia. Project evaluation indicated increased teacher competencies, positive attitudinal changes by teachers, and positive evaluations of institutes by teachers. The bulk of the document consists of appendixes including institute material/handouts, competency test data, institute evaluation data, maps of dissemination, and institute brochures, letters, and programs. Also appended are reprints of the following articles: "Adapting Lesson Plans for the Mainstreamed Student" (Judy Wood and Jennifer Miedehoff); "Adapting the Presentation of Academic Content" (Judy Wood); "Mainstreaming--Ready or Not" (Barbara Lowenthal); and "Adapting Test Construction for Mainstreamed Mathematics Students" (Jennifer Miederhoff and Judy Wood). (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED312821

PROJECT TRAIN

THE FINAL REPORT OF THE PROJECT TRAIN

1985 - 1988

#G00 8530322

School of Education
Vieginia Commonwealth University
Richmond, Virginia

Dr. Judy W. Wood, Director

EC 221279

BEST COPY AVAILABLE

TABLE OF CONTENTS

Introduction 1

Goals and Objectives 3

Accomplishments 5

Evaluation and Documentation 14

Summary 16

Bibliography 30

Appendixes

A Institute Materials/Handouts
B Compentency Test Data
C Institute Evaluation Data
D Maps of Dissemination
E 1986 Institute Brochure
F 1986 Letter to Localities From State Department
G 1986 Letter to Selected Participants - Staunton
H 1986 Institute Program - Staunton
I 1986 Letter to Selected Participants - Roanoke
J 1986 Institute Program - Roanoke
K 1987 Institute Brochure
L 1987 Letter to Localities from State Department
M 1987 Institute Program - Fredericksburg
N 1987 Letter to Selected Participants - Williamsburg
O 1987 Institute Program - Williamsburg
P 1987 Letter to Selected Participants - Petersburg
Q 1987 Institute Program - Petersburg
R Selected Articles

INTRODUCTION

Mainstreaming means more than simply following the intent of Public Law 94-142. Putting handicapped children into regular classes will not necessarily fulfill the intent of the law, which is to place handicapped children in the least restrictive educational environment where their lives are as normal as possible. For handicapped children to be properly served in society, educators must accept and serve them in an environment that is as normal as possible by providing educational settings common to all children. The educational environment may be enhanced and presented in a "normal" manner when educators begin to provide an instructional climate which is least restrictive. One method of meeting this goal is for educators to begin to adapt and modify the curriculum for handicapped students.

However, a crucial problem facing educators in America's public education today is how to modify and adapt curriculum for handicapped students in order to create a normal instructional day. The challenge that faces educators today is not necessarily the design of new curriculum, but rather, the modification and adaptation of currently existing curriculum from which handicapped youth are expected to benefit in regular classrooms. By modifying existing curriculum we assist those educators who feel they do not possess the skills necessary to mainstream a handicapped student. Simply by using what is already in place we remove the pressures from the regular classroom.

Frequently, the educator does not acquire the skills necessary to modify and adapt the curriculum at the university level. The traditional methods for mainstreaming have, in the past, not included such techniques.

There is a need for inservice teacher training which will fill in the instructional gaps left by university training.

This final report describes a three-year project that was a collaborative effort of Virginia Commonwealth University and the Virginia State Department of Education for providing special education inservice training for regular class teachers who served secondary level mildly handicapped youth in the least restrictive environment. More specifically, the project, 1) developed adaptive instructional training packets to prepare secondary personnel to educate mildly handicapped youth; 2) conducted five statewide summer institutes for assisting regular and special educators to adapt instruction for the mainstream; and 3) provided technical assistance to inservice personnel who serve mildly handicapped youth throughout Virginia.

GOALS AND OBJECTIVES

The goals and objectives for Project TRAIN cover the three years of the project. Listed below are the goals and objectives of the project.

Goals and Objectives for the project were:

Project Goal A:	To improve the skills of 1,200 regular SPE personnel serving handicapped students in secondary programs through the acquisition of competencies for adaptive instructional techniques throughout the State of Virginia
Project Goal B:	To develop seven training packets for a series of six summer institutes to be conducted throughout Virginia
Project Goal C:	To provide six summer statewide institutes on adaptive instructional techniques and to provide technical assistance to school districts participating in the institutes
Project Objective #1:	To develop, evaluate and disseminate replicable training packages in the following areas: affective/informational, adapting the environment, adapting teaching techniques, adapting media, adapting the presentation of content, adapting media, procedures for evaluating student performance/grading
Project Objective #2:	To train trainers to deliver content of training packages to 1,200 regular educators
Project Objective #3:	To train 1,200 regular educators in developing the entry level competencies for a foundation germane to providing least restrictive services to handicapped students

Project Objective #4:	To train 1,200 regular educators in curriculum adaptations for handicapped youth
Project Objective #5:	To demonstrate behavioral change in 1,200 target regular educators as a result of training
Project Objective #6:	To evaluate statewide inservice institutes
Project Objective #7:	To provide technical assistance to school districts sending participants to the summer institutes
Project Objective #8:	To inservice additional school districts in use of the training packages
Project Objective #9:	To disseminate nationally the training packages developed during the project

ACCOMPLISHMENTS AND ACHIEVEMENTS

The accomplishments for Project TRAIN are listed below in chronological order:

1985

October	Prepared revised budget. Submitted to Washington.
	Worked with university personnel in establishing grant positions.
	Interviewed job applicants. Hired Beatrice White for full-time research specialist position.
	Interviewed and hired for second research/hourly position.
November	Conducted in-service training for new staff members.
	Began setting up grant budget and accounting books.
	Began research in the field for content of workshops to be conducted in the summer.
December	Began paperwork to establish two additional grant positions.
	Interviewed and hired for new positions.
	Continued conducting research in the field (interview format) for project workshops.
	Completed extensive library research for phase one of research.

1986

January	Began weekly meetings with grant personnel for in-service training purposes.
	Developed a format for summer institutes.
	Began library and field research for institute content.
	Wrote continuation proposal for 1986-87 funding.
	January 31 - submitted proposal.
February	Began development and writing of training packets for summer institutes.

Formulated a project advisory committee.

Scheduled summer institutes for Abingdon, Virginia, Roanoke, Virginia, and Staunton, Virginia at the following: Abingdon - Martha Washington Inn; Roanoke-Airport Sheraton Inn; and Staunton - Red Carpet Ingleside.

Coordinated with Continuing Education on delivery of course work.

Contacted the State Department of Education for suggestions on institute advertisements and participant selection.

Selected advisory committee members. Scheduled first meeting.

March Developed institute pamphlet.

Printed and prepared institute pamphlet for mailing.

First draft of training packets presented to the advisory committee.

Developed forms for the following:
  (1) registering of institute participants by mail
  (2) registering of institute participants on site
  (3) follow-up forms

April Advertised summer institutes for summer sessions.

Continued development of institute training packets.

Corresponded with school districts regarding institutes.

Attended National CEC conference for project dissemination.

Conducted in-service training for project trainers.

May Developed institute evaluation instruments.

Conducted in-service training for project trainers.

Prepared handouts for institutes.

Coordinated institute activities.

July Conducted one statewide institute in Staunton, Virginia.

Conducted a three day institute on "Adapting Instruction for the Mildly Handicapped Student at the Secondary Level," Roanoke, Virginia. July 22, 23, 24, 1986.

	Conducted a one day workshop at Western Kentucky University, Bowling Green on July 25, 1986. Topics: "Adapting Instruction for the Mildly Handicapped Student: A National Perspective" and "Adapting Teaching Techniques."
August	Prepared institute evaluation data results.
	Follow-up provided to all school districts participating in the institutes.
	Conducted one day workshop for Roanoke City Public Schools for "Strategies for Designing Opportunities for LD Students Within the Regular Education Setting" on August 19, 1986.
	Conducted one day workshop on "Adapting Testing and Evaluation Procedures" for Albemarle County Public Schools on August 20, 1986.
	Conducted one day workshop for King William County Public Schools. Topic: "Adapting Teaching Techniques to Meet Instructional Needs of Students" on August 26, 1986.
	Conducted one day workshop on "Working with the Mildly Handicapped Student in the Regular Classroom" on August 27, 1986.
	Conducted one day workshop on "Adapting Teaching Techniques" on August 28, 1986.
September	Prepared technical assistance procedures.
	Began technical assistance for all school districts participating in the institutes.
	Began revision of training packets based on feedback from summer institutes.
October	Conducted a two day workshop for Roanoke City Public Schools on "Techniques for Teaching the Mildly Handicapped Student in the Regular Classroom" and "What All Parents Should Know" on October 13-14, 1986.
	Conducted a one day workshop for King William County Public Schools on October 17, 1986. Topic: "Adapting Evaluation Strategies to Meet the Instructional Needs of Students."
	Conducted a one day workshop for Chesterfield County Schools on October 29, 1986. Topic: "Consultation Techniques."

November	Conducted a two day workshop for Amherst County School Board on November 4 and 5, 1986. Topics: "Techniques for Working with the Mildly Handicapped Student in the Regular Classroom."
December	Conducted a one day workshop for Middlesex County Public Schools, on December 12, 1986. Topic: "Effective Utilization of Planning, Management and Instructional Time within the Classroom Setting."

1987

January	Preparations began for conducting the 1987 summer institutes. Cycle III grant was written and submitted to Washington, D.C. Conducted a one day workshop for Chesterfield County Public Schools on January 19, 1987. Topic: "Adapting Teaching Techniques for the Mainstreamed Student."
February	Scheduled summer institutes for Fredericksburg, Virginia; Williamsburg, Virginia; and Petersburg, Virginia. Made hotel reservations for each institute at the following: Fredericksburg - Fredericksburg Sheraton; Williamsburg - Holiday Inn 1776; and Petersburg-Ramada Inn. Began writing articles on training packets for dissemination. Attended National ATE conference for project dissemination. Conducted a two day workshop on February 20-21, 1987 for the Virginia State Department of Education. Topics: "Adapting Instructional Methods and Practices for Mainstreamed Handicapped Students in Technology Education" and "Evaluating Student Performance - The Process and Outcomes." Conducted a one day workshop for Roanoke City Public Schools on February 24, 1987. Topics: "Being a Special Parent" and "Techniques for Teaching the Mentally Retarded Student." Conducted three days of in-service training on February 23, March 3, and March 9, 1987 for Powhatan County Public Schools. Topics: "Adapting Teaching Techniques," "Adapting Media", "Adapting Presentation of Content,"

	and "Adapting Evaluation and Grading Procedures."
	Provided one day technical assistance to the Department of Public Instruction, Dover, Delaware on February 19, 1987. The technical assistance was directed at assisting Delaware in developing and implementing a pre-referral training plan for the state. The plan will be conducted over the next few years using Project TRAIN's materials.
March	Developed institute pamphlet for summer 1987 institutes.
	Printed and prepared institute pamphlet for mailing.
	Developed forms for the registration of institute participants.
	Technical assistance continued.
	Continued correspondence with superintendents in Fredericksburg, Petersburg, and Williamsburg.
	Mailed advisory committee letters for spring institutes.
April	Advertised summer institutes.
	Corresponded with school districts regarding institutes.
	Conducted a one day in-service program for Roanoke City Public Schools on April 25, 1987. Topics: "Parenting Skills for Parents of the Handicapped" and "Adapting Evaluation."
	Mailed brochure to advisory committee members.
	Mailed out summer brochures from the State Department.
	Technical assistance for Charles City Schools.
May	Attended National CEC conference for project dissemination.
	Conducted in-service training for project trainers.
	Prepared handouts for institutes.
	Coordinated institute activities.
June	Conducted a three day institute on "Adapting Instruction for the Mildly Handicapped Student at the Secondary Level," in Fredericksburg, Virginia on June 23-25, 1987.
July	Conducted a three institute on "Adapting Instruction for the Mildly Handicapped Student at the Secondary Level,"

	in Williamsburg, Virginia on July 15-17, 1987.
	Conducted a one day workshop for Arlington Public Schools on July 22, 1987. Topic: "Working Together: The Special and Regular Educator."
August	Staff meeting.
	Permissions to use workshop materials mailed.
	Prepared institute evaluation data results.
	Provided follow-up to all school districts.
	Presented to Administrators of Roanoke City Public Schools, Roanoke, Virginia on August 20, 1987. Topic: "Mainstreaming: Make It Work - Add A Personal Touch."
	Provided technical assistance to Arlington Career Center, Arlington Public Schools on August 27, 1987.
September	Conducted in-service program for Town of West Point Public Schools on September 1, 1987. Topic: "The Man Who Wins Is The Man Who Thinks He Can."
	Conducted one day in-service training program for Arlington Career Center, Arlington Public Schools on September 29, 30, 1987. Topic: Learning Styles Inventory: Ideas for Teachers."
	Prepared technical assistance procedures.
	Began technical assistance for all school districts participating in the summer 1987 institutes.
	Cycle II ended.
October	Mailed Adapting Tests for Social Studies.
	Procedures began for closing Cycle II budget.
	Mailed notetaking article.
	Mailed checklist article.
	Began survey article.
November	Submitted a summary of the number of participants trained under project TRAIN.
	Survey article completed.
	Final draft of budget report prepared and sent.

Conducted one day in-service on November 4, 1987 for Amherst County Schools, Amherst, Virginia. Topic: "Adapting Teaching Techniques," and "Adapting The Classroom Tests."

Conducted one day in-service training program for Peninsula Area Cooperative Educational Services, PACES Vocational Evaluation Center, Newport News, Virginia, on November 5, 1987. Topics: "It's OK To Be Different," "Adapting Teaching Techniques," and "Adapting Media."

Conducted one day workshop for Newport News Public Schools, Newport News, Virginia on November 6, 1987. Topic: Target on Mainstreaming: Facilitating Instruction in the Regular Classroom."

Conducted three days in-service training on November 4, 11, and 18, 1987 for Powhatan County Public Schools. Topics: "Adapting Teaching Techniques", "Adapting Media," and "Adapting Evaluation and Grading Procedures."

December Work began on draft of national survey article.

Adapting Tests for Science Students submitted.

Adapting Book Reports printed in Academic Therapy.

1988

January Contacted State Department regarding NCC for summer workshops.

Technical assistance provided in Hampton City Schools.

Mailed science article.

Work began on model article.

Conducted one day in-service training program for Roanoke County Schools, Roanoke, Virginia on January 11, 1988. Topics: "It's OK To Be Different" and "Mainstreaming: Make It Work: Add A Personal Touch."

Conducted one day in-service training program for Peninsula Area Cooperative Educational Services, PACES Vocational Evaluation Center, Newport News, Virginia, on January 28. 1988. Topics: "Adapting Format of Content" and "Adapting Evaluation."

Conducted a one day in-service training program for the Town of West Point Public Schools on January 29, 1988. Topic: "Helping Students to Help Themselves."

February	Worked on model article revisions.
	Organized handouts for Delaware, ATE and Roanoke workshops.
	Mailed social studies article.
	Materials for National CEC prepared.
	Attended National ATE conference for project dissemination.
	Mailed the model article.
	Conducted one day workshop on February 18. 1988 for Giles County Public Schools, Pearinsburg, Virginia. Topic: "Adapting Teaching Techniques and Media for the Mildly Handicapped Secondary Student."
March	Collated activity sheets for content simulations.
	Work began on "Adapting Test Construction for Mainstreamed Students."
	Work began on "Adapting Lab Procedures for Mainstreamed Students."
	Conducted one day in-service for Accomack County Public Schools, Onanock, Virginia on March 11, 1988.
	National Dissemination of materials at National CEC in Washington. D.C.
April	Conducted one day workshop on April 1, 1988 for Newport News Public Schools, Newport News, Virginia. Topic: "Target on Mainstreaming: Facilitating Instruction in the Regular Classroom."
	Mailed the notetaking and lab procedures article.
	Mailed materials to CEC participants.
	Revised Language Arts article.
	Began Behavior Disordered article.
	Mailed ATE proposal.
	Mailed accepted notetaking article revisions.
May	Staff meeting.
	Mailed TRAIN materials to Kentucky.

July	Mailed TRAIN materials to Department of Defense Schools: the Germany Region, Panama Region, Pacific Region, Mediterrean Region. Continued dissemination via journal publications.
August	Disseminated through technical assistance Project TRAIN's products/training to Delaware, Maryland and several school divisions in Virginia.
September	Continued dissemination in Virginia. Began Project TRAIN's final report. Completion of final report. Began final budget report which will continue into the next sixty days.

EVALUATION AND DOCUMENTATION

The following report is based upon a three-year funded project, Project TRAIN, which was designed to provide special education training for regular class teachers who serve secondary level mildly handicapped youth in the least restrictive environment. The project was conducted over a three year period and evaluation was an ongoing component of the program.

This section of the final report summarizes evaluation findings for the three years of the project. Where applicable each of the cycles were evaluated on three components workshop participants, inservice training program and project product. Table 1 presents the number of trainees who participated in the statewide institutes. During Cycle I, 92 trainees participated in the training and in Cycle II, 213 trainees participated. These numbers do not include the hundreds of educators who were trained during the dissemination process.

The first and second years of Project TRAIN were designed to develop and implement statewide training programs throughout Virginia. The basic premise of the training was to prepare regular educators to work with secondary level mildly handicapped youth served in the mainstream by, 1) addressing the attitudes of the teacher and, 2) developing instructional competencies of the teachers. To meet these objectives, a training program was designed which addressed affective training needs of the teachers as well as cognitive needs. With this in mind, Project TRAIN devoted the initial training component of the institutes to preparing the teachers to work with the mildly handicapped youth by conducting an affective workshop component, "It's Ok To Be Different." The training consisted of simulations designed to expose the classroom teacher to the difficulties of being handicapped. The second phase of the training was designed to train educators in a "Model for Adapting the Learning Environment" designed to provide instructional adaptations for the mildly handicapped student served in regular classes. These adaptations could occur at any place in the model (represents the school day for the student) when the youth is having a "mismatch" between his/her environment and the youth. When this occurs, the student does not experience success. "Mismatches" can occur in the social/emotional/behavioral environment, physical environment and/or instructional environment. The content of the institute training was designed to provide instructional adaptations which assisted educators in keeping the "mismatch" from occurring or stopping the "mismatch." Appendix A contains the materials developed for the institutes and the handouts which each participant received.

Teacher Evaluation

Teachers (N=305) participating in the statewide institutes were administered the Semantic Differential (Osgood, et al., 1967) as a pre-test prior to the commencement of the institutes and as a post-test upon completion of the three-day institute. This measure is designed to assess attitudinal changes toward mainstreamed students. The teachers attitudes, after training, were more positive (x difference = 4.9) toward mainstreamed students as compared to the teachers' attitudes prior to the training. Table 2 reports these results.

In addition to attitudes, institute participants were evaluated on acquired institute competencies. A competency test was administered pre- and post test. The test was designed to evaluate each competency as they related to each component of the training model. Tables 3 through 7 present the pre-test and post-test means of each of the five statewide institutes. There was an overall gain in competency levels as a result of the institute training. Breakout data for the competency test can be found in Appendix B.

Institute Evaluation

Each institute was evaluated by the participants. Appendix C containing the mean ratings of each session and individual comments made by the institute participants regarding the institutes.

Product Evaluation

One of the best evaluations of Project TRAIN's product (training program) is the numerous calls our office has had for training and for permission to use the products. Appendix D contains maps of Virginia and the United States which show the wide dissemination of Project TRAIN.

Summary

Project TRAIN has been an overwhelming success. After the close of the project, TRAIN is still being implemented in school divisions across Virginia and in numerous states across the nation. Monies used to fund TRAIN were well spent. As a result of this project, thousands of secondary mildly handicapped youth across this land are receiving more appropriate services in regular education classes.

As Project Director for Project TRAIN, I express my appreciation to my Grant Officer, Dr. Frank King, for assisting me in making Project TRAIN become a reality. I am also grateful for the opportunity I have had to make a contribution to the lives of handicapped youth across America.

TABLE 1

Number of Trainees in Institutes

Institute Site (Cycle I)	No of Trainees	Institute (Cycle II)	No of Trainees
Roanoke	59	Fredericksburg	81
Staunton	33	Williamsburg	102
		Petersburg	30

Figure 1

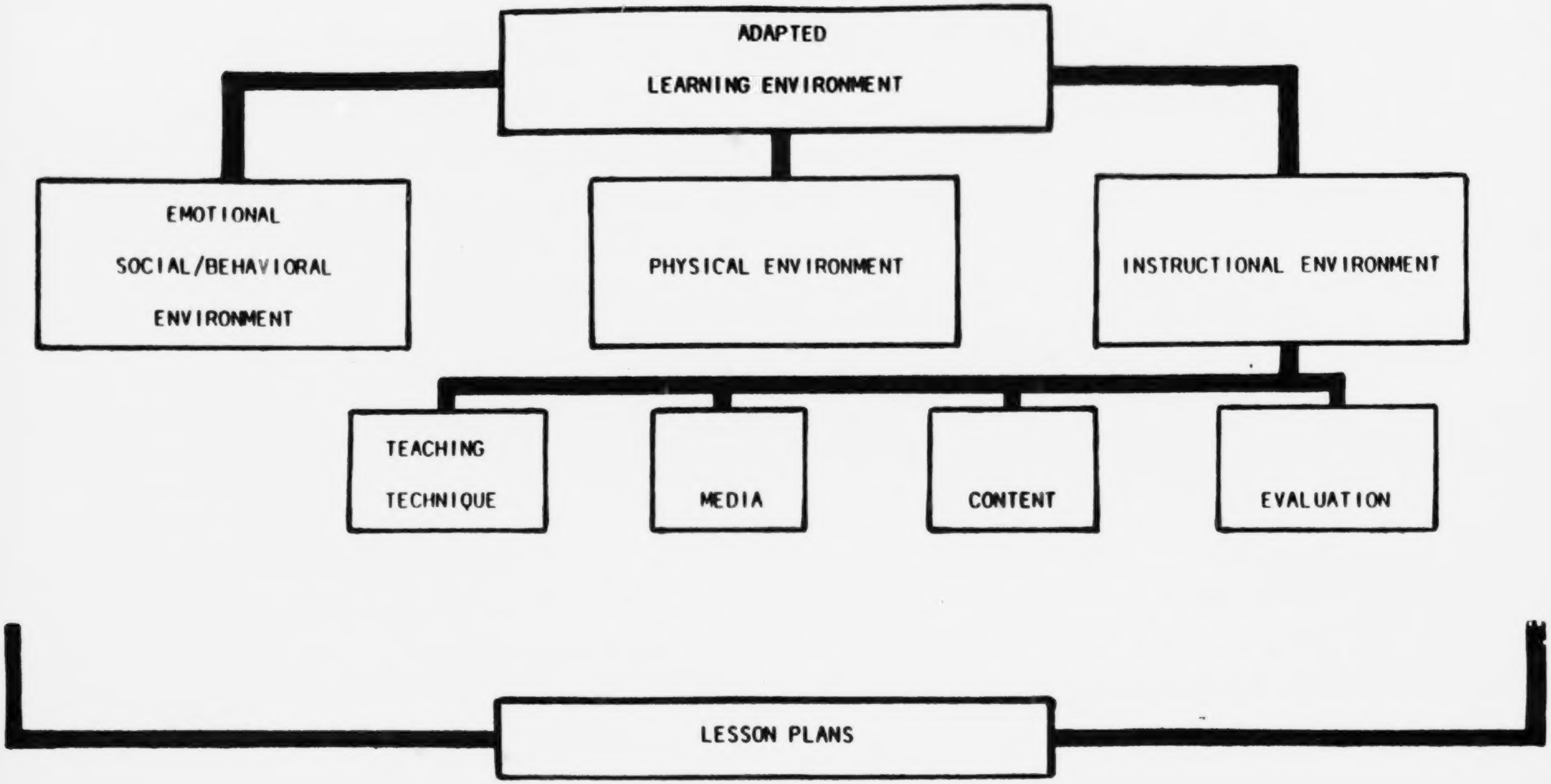

ADAPTED
LEARNING ENVIRONMENT
EMOTIONAL
SOCIAL/BEHAVIORAL
ENVIRONMENT
PHYSICAL ENVIRONMENT
INSTRUCTIONAL ENVIRONMENT
TEACHING
TECHNIQUE
MEDIA
CONTENT
EVALUATION
LESSON PLANS

Figure 1. "MODEL FOR ADAPTING THE LEARNING ENVIRONMENT."

WOOD, J. W., & MIEDERHOFF, J. W. (1987). A MODEL FOR ADAPTING THE LEARNING ENVIRONMENT. PROJECT TRAIN: VIRGINIA COMMONWEALTH UNIVERSITY, RICHMOND: VA

Table 2

DIFFERENCES IN TEACHER'S ATTITUDES DURING INSTITUTES

Institutes Sites Cycles I and II	Pre-Test X	Post-Test X
Roanoke	40.7	41.4
Staunton	39.8	46.8
Fredericksburg	40.4	47.8
Williamsburg	38.2	43.8
Petersburg	43.5	48.1
	x = 40.53	x = 45.42

x difference = 4.9

Table 3

Pretest-Posttest Scores of Teacher Competency for Staunton Institute (1986)

COMPETENCY CONTENT	N	PRETEST MEAN	POSTTEST MEAN
Adapting the Environment			
a. Knowledge of emotional environment adaptations	33	2.8	3.9
b. Knowledge in scheduling	33	3.2	3.8
c. Knowledge in alternative grouping	33	2.3	3.9
d. Knowledge of assessment	33	2.9	4.3
e. Knowledge in surface behavior	33	2.9	4.2
Adapting Teaching Techniques			
a. Understanding perceptual stages	33	3.1	4.1
b. Knowledge of ways to modify teaching techniques	33	2.5	4.2
c. Knowledge in adaptations for Bloom's	33	2.2	4.0
Adapting Media			
a. Knowledge in media adaptations	33	2.4	3.5

Table 3, Cont'd.

Pretest-Posttest Scores of Teacher Competency for Staunton Institute (1986)

COMPETENCY CONTENT	N	PRETEST MEAN	POSTTEST MEAN
Adapting the Presentation of Content			
a. Knowledge in adapting activities	33	2.5	3.9
b. Understanding TA	33	3.1	4.3
c. Knowledge in adapting textbooks	33	3.0	4.3
Adapting Evaluation and Grading			
a. Knowledge in problems of mainstreamed students in testing	33	3.4	4.4
b. Knowledge in alternating test sites	33	2.8	4.5
c. Knowledge in adapting test construction	33	2.6	4.4
d. Knowledge in adaptations for test administration	33	2.9	4.3
e. Knowledge in alternatives to testing	33	2.8	4.3
f. Knowledge in alternative grading	33	2.4	4.2
Adapting Lesson Plans			
a. Knowledge in adapting lesson plans	33	2.7	4.0

Table 4

Pretest-Posttest Scores of Teacher Competency for Roanoke Institute (1986)

COMPETENCY CONTENT	N	PRETEST MEAN	POSTTEST MEAN
Adapting the Environment			
a. Knowledge of emotional environment adaptations	59	2.7	4.1
b. Knowledge in scheduling	59	2.9	4.0
c. Knowledge in alternative grouping	59	2.7	4.0
d. Knowledge of assessment	59	2.8	4.0
e. Knowledge in surface behavior	59	2.8	4.3
Adapting Teaching Techniques			
a. Understanding perceptual stages	59	3.3	4.3
b. Knowledge of ways to modify teaching techniques	59	3.0	4.1
c. Knowledge in adaptations for Bloom's	59	2.4	4.1
Adapting Media			
a. Knowledge in media adaptations	59	2.5	4.3

Table 4, Cont'd.

Pretest-Posttest Scores of Teacher Competency for
Roanoke Institute (1986)

COMPETENCY CONTENT	N	PRETEST MEAN	POSTTEST MEAN
Adapting the Presentation of Content			
a. Knowledge in adapting activities	59	3.0	4.0
b. Understanding TA	59	3.0	4.2
c. Knowledge in adapting textbooks	59	2.9	4.2
Adapting Evaluation and Grading			
a. Knowledge in problems of mainstreamed students in testing	59	3.2	4.2
b. Knowledge in alternating test sites	59	3.0	4.1
c. Knowledge in adapting test construction	59	2.9	4.3
d. Knowledge in adaptations for test administration	59	3.0	.42
e. Knowledge in alternatives to testing	59	3.4	4.2
f. Knowledge in alternative grading	59	2.7	4.0
Adapting Lesson Plans			
a. Knowledge in adapting lesson plans	59	3.2	4.1

Table 5

Pretest-Posttest Scores of Teacher Competency for Fredericksburg Institute (1987)

COMPETENCY CONTENT	N	PRETEST MEAN	POSTTEST MEAN
Adapting the Environment			
a. Knowledge of emotional environment adaptations	81	2.7	4.4
b. Knowledge in scheduling	81	2.8	4.1
c. Knowledge in alternative grouping	81	2.4	4.2
d. Knowledge of assessment	81	2.6	4.4
e. Knowledge in surface behavior	81	2.4	4.2
Adapting Teaching Techniques			
a. Understanding perceptual stages	81	3.1	4.5
b. Knowledge of ways to modify teaching techniques	81	2.6	4.2
c. Knowledge in adaptations for Bloom's	81	2.8	4.3
Adapting Media			
a. Knowledge in media adaptations	81	3.0	4.3

Table 5, Cont'd.

Pretest-Posttest Scores of Teacher Competency for
Fredericksburg Institute (1987)

COMPETENCY CONTENT	N	PRETEST MEAN	POSTTEST MEAN
Adapting the Presentation of Content			
a. Knowledge in adapting activities	81	2.7	4.1
b. Understanding TA	81	3.1	4.4
c. Knowledge in adapting textbooks	81	2.7	4.3
Adapting Evaluation and Grading			
a. Knowledge in problems of mainstreamed students in testing	81	3.2	4.5
b. Knowledge in alternating test sites	81	2.8	4.4
c. Knowledge in adapting test construction	81	2.7	4.3
d. Knowledge in adaptations for test administration	81	2.9	4.7
e. Knowledge in alternatives to testing	81	2.8	4.6
f. Knowledge in alternative grading	81	3.1	4.1
Adapting Lesson Plans			
a. Knowledge in adapting lesson plans	81	2.7	4.5

Table 6

Pretest-Posttest Scores of Teacher Competency for Williamsburg Institute (1987)

COMPETENCY CONTENT	N	PRETEST MEAN	POSTTEST MEAN
Adapting the Environment			
a. Knowledge of emotional environment adaptations	102	2.3	3.7
b. Knowledge in scheduling	102	3.1	2.7
c. Knowledge in alternative grouping	102	2.7	3.7
d. Knowledge of assessment	102	3.0	3.7
e. Knowledge in surface behavior	102	2.9	4.1
Adapting Teaching Techniques			
a. Understanding perceptual stages	102	3.2	4.1
b. Knowledge of ways to modify teaching techniques	102	2.8	3.9
c. Knowledge in adaptations for Bloom's	102	3.0	4.2
Adapting Media			
a. Knowledge in media adaptations	102	2.9	3.9

Table 6, Cont'd.

Pretest-Posttest Scores of Teacher Competency for Williamsburg Institute (1987)

COMPETENCY CONTENT	N	PRETEST MEAN	POSTTEST MEAN
Adapting the Presentation of Content			
a. Knowledge in adapting activities	102	3.0	3.7
b. Understanding TA	102	3.0	3.9
c. Knowledge in adapting textbooks	102	3.1	3.9
Adapting Evaluation and Grading			
a. Knowledge in problems of mainstreamed students in testing	102	3.3	4.1
b. Knowledge in alternating test sites	102	3.0	4.0
c. Knowledge in adapting test construction	102	3.0	2.1
d. Knowledge in adaptations for test administration	102	2.5	3.5
e. Knowledge in alternatives to testing	102	3.0	3.6
f. Knowledge in alternative grading	102	2.9	3.9
Adapting Lesson Plans			
a. Knowledge in adapting lesson plans	102	3.0	3.5

Table 7

Pretest-Posttest Scores of Teacher Competency for Petersburg Institute (1987)

COMPETENCY CONTENT	N	PRETEST MEAN	POSTTEST MEAN
Adapting the Environment			
a. Knowledge of emotional environment adaptations	30	3.6	4.4
b. Knowledge in scheduling	30	3.6	4.4
c. Knowledge in alternative grouping	30	3.5	4.4
d. Knowledge of assessment	30	3.5	4.4
e. Knowledge in surface behavior	30	3.2	4.4
Adapting Teaching Techniques			
a. Understanding perceptual stages	30	3.8	4.5
b. Knowledge of ways to modify teaching techniques	30	3.4	4.6
c. Knowledge in adaptations for Bloom's	30	3.5	4.4
Adapting Media			
a. Knowledge in media adaptations	30	3.3	4.4

Table 7, Cont'd.

Pretest-Posttest Scores of Teacher Competency for
Petersburg Institute (1987)

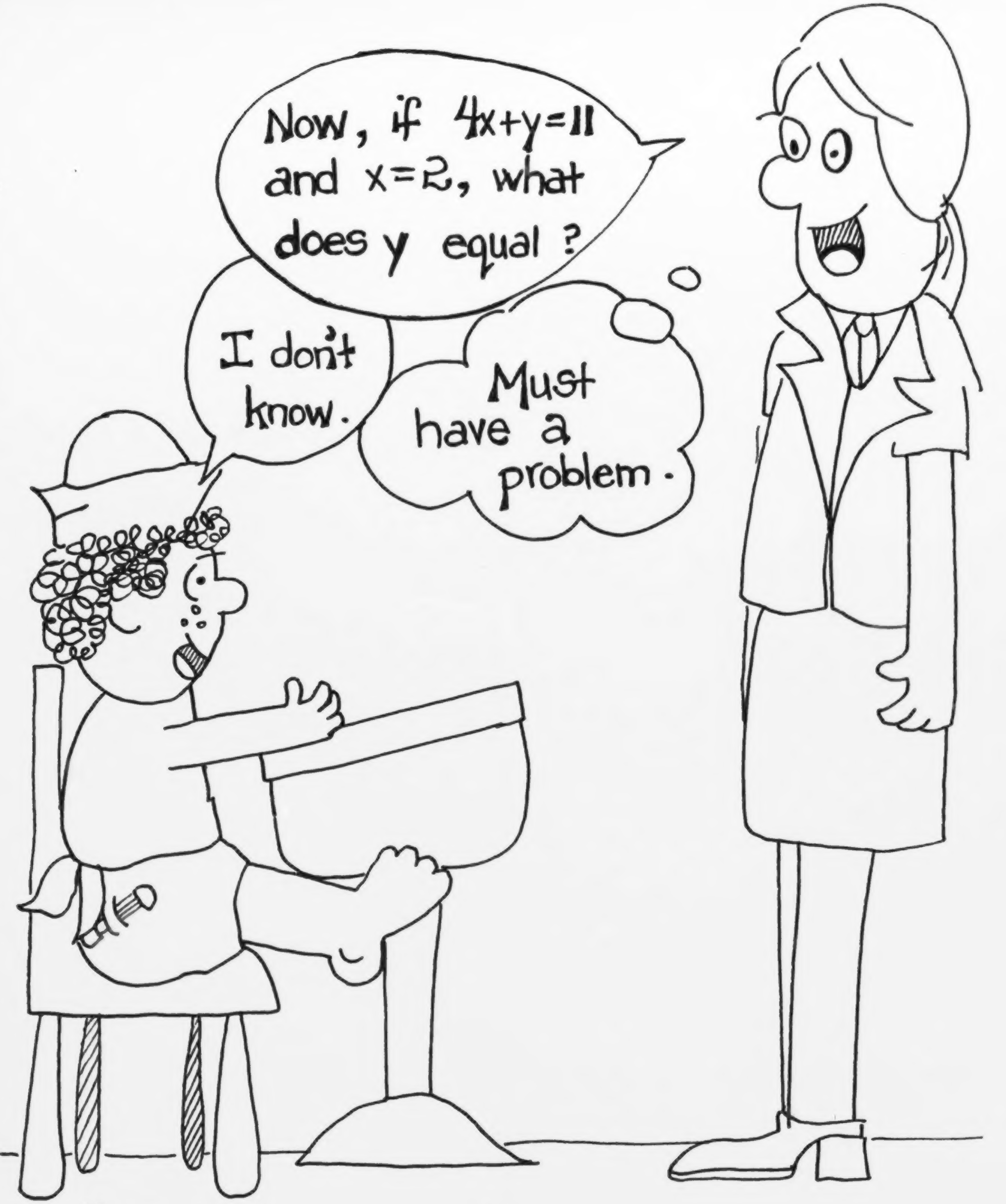
COMPETENCY CONTENT	N	PRETEST MEAN	POSTTEST MEAN
Adapting the Presentation of Content			
a. Knowledge in adapting activities	30	3.6	4.3
b. Understanding TA	30	3.7	4.5
c. Knowledge in adapting textbooks	30	3.5	4.4
Adapting Evaluation and Grading			
a. Knowledge in problems of mainstreamed students in testing	30	3.7	4.3
b. Knowledge in alternating test sites	30	3.5	4.3
c. Knowledge in adapting test construction	30	3.7	4.5
d. Knowledge in adaptations for test administration	30	3.6	4.4
e. Knowledge in alternatives to testing	30	3.7	4.5
f. Knowledge in alternative grading	30	3.5	4.2
Adapting Lesson Plans			
a. Knowledge in adapting lesson plans	30	3.6	4.3

REFERENCES

Osgood, C.E., Suci, G.J., & Tannenbaum, P.H. The Measurement of Meaning. Chicago: University of Illinois Press, 1967.

APPENDIX A

Institute Materials/Handouts


Now, if 4x+y=11 and x=2, what does y equal ?
I don't know.
Must have a problem.

"This is your life ... you now have a handicap"

Directions - Math Placement Test

Complete the following examples. You will have 10 minutes to complete the exam. The results of your test will determine your grouping for this year. Work as quickly as you can. Remember, you will be graded according to the number of correct answers, not the methods you used to obtain the answers. Write your answers very clearly. Stray marks may look like decimal points and be counted as errors. Do as many problems as you can and use this sheet as your worksheet. Label the answer and check your work for accuracy.

/2 ÷ $3\frac{1}{7}$ =

/3 x 6 4/7 =

/12 ÷ 12 =

/14 ÷ 6 4/7 =

/35 x 4/17 =

)3548.62

94.613

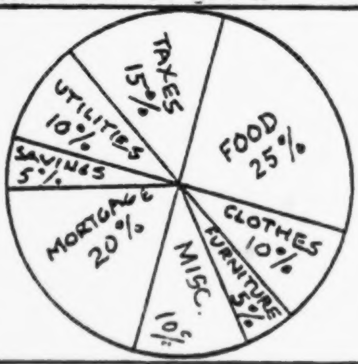
64.3710

The distance from Rick's home to work is 7.6 miles. How many miles does Rick travel in 4 working months?

The distance from a door knob to the floor measures about 1 meter. True or False?

2, 5, 11, 23, ____ 95,

A plan grew from 1 cm to 6 cm. About how many inches has it grown?



The circle graph shows how a family of four plans to budget its income.

(a) if one parent brings home $300.00 per week and the other parent brings home $325.00 per week, how much of the weekly income will be spent on food?

(b) if the family plans to save 5% of its income, how much will it save each month?

(c) how much does the family pay in combination for taxes, utilities and mortgage?

(d) how much does the family pay in combination for furniture and clothes?

43,723
52,945

+77,911
984,642

67,941
776,867

43,661
45,999

4942
x 269

9426
x 99

6042
x933

6789
x 678

9426
x 94

6667
x 54

9421
x 64

7890
x 678

CDLXXXIX =

CCCLVIII =

DMLVI =

DXLXXXIV =

LXVII =

XCIX =

$\frac{6\times 3}{4} + 5\frac{1}{4} - 1.35 =$

$\frac{4 \div .6}{1.2} + 6\frac{4}{5} - 1\frac{1}{4} =$

12,4723
7,6947
13,6628

64379
56721
64369

2,731,279
2,967,423
19,470,006

Math

$$\begin{array}{r} 36 \\ +12 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ +15 \\ \hline \end{array} \qquad \begin{array}{r} 29 \\ +10 \\ \hline \end{array} \qquad \begin{array}{r} 66 \\ +18 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -6 \\ \hline \end{array} \qquad \begin{array}{r} 12 \\ -2 \\ \hline \end{array} \qquad \begin{array}{r} 18 \\ -10 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ -9 \\ \hline \end{array}$$

$$5\overline{)55} \qquad 6\overline{)36} \qquad 10\overline{)10} \qquad 3\overline{)68}$$

$$\begin{array}{r} 78 \\ \times 2 \\ \hline \end{array} \qquad \begin{array}{r} 67 \\ \times 5 \\ \hline \end{array} \qquad \begin{array}{r} 83 \\ \times 2 \\ \hline \end{array} \qquad \begin{array}{r} 11 \\ \times 2 \\ \hline \end{array}$$

APPLICATION FOR EMPLOYMENT

Personal

Name ________________________________ Social Security No. ____________
Last Name First Name Middle Name

Present Address ____
No. Street City State Zip

Home telephone __________ Office telephone __________ Are you over the age of 18? ____

Position(s) applied for ______________________________________

Minimum acceptable starting salary __________ Who suggested you apply? __________

Would you work full time? ________ part time? ______ What date will you be available? ______

Person who should be notified in case of emergency ______________________________

____
Home Address Home Telephone

Education

Name and location of school, institution, or private instructor	Course or special field of study	Did you graduate?	Diploma or degrees
Last elementary and junior high school			
High school and/or vocational training			
College or university			

Chief extracurricular activities and any special honors in high school or college

____

____

SPELLING TEST

A

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

B

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

C

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

CHARACTERISTICS OF SPECIAL NEEDS INDIVIDUALS

ALL CHILDREN ARE SPECIAL.

SOME CHILDREN NEED AN EDUCATION WHICH IS ALSO SPECIAL. . .

Dr. Judy W. Wood
School of Education, Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284
(804) 367-1305

©

CHARACTERISTICS OF EDUCABLE MENTALLY RETARDED (EMR) CHILDREN

It is difficult to list characteristics found in all educable mentally retarded children. No single child has all of these characteristics, for some are peculiar to only a certain group. Nevertheless, a teacher should keep the following in mind in identifying or teaching the educable mentally retarded.

SOCIAL EMOTIONAL

1. Frequently, the EMR student has met with failure during the early years. Because they expect to fail at difficult tasks, they develop a failure set. To escape further frustrations of failure, they set lower aspirations and goals than are appropriate. (Haring, 1982)

2. Many retarded students regularly require or demand the assistance of the teacher, aide, or fellow student. However, because they may distrust their own abilities, they may rely too heavily on others for problem solving. (Haring, 1982)

3. Often, mentally retarded individuals perceive the consequences of their behavior, both positive and negative, to be beyond their control as the result of forces such as fate, chance, or other people. (Haring, 1982)

4. In general, retarded individuals are not well accepted by the non-retarded. (Haring, 1982)

5. Most studies support the view that retarded people do possess an inferior self-concept. (Haring, 1982)

6. There may be more behavioral problems with the EMR child due to low frustration level.

7. Any failure in unskilled occupational tasks are generally related to personal, social, and interpersonal characteristics rather than inability to execute the task assigned.

LEARNING

1. Retarded people have great difficulty in selecting a learning task and then attending to all its relevant dimensions. (Haring, 1982)

2. The mentally retarded are less likely to employ effective techniques for organizing information they receive so that they can store it for later recall. (Haring, 1982)

3. In general, research has shown that retarded learners seem to have difficulty in the area of short-term memory while they appear to retain information over the long term. (Haring, 1982)

4. Mentally retarded tend to show deficiencies in the ability to apply knowledge or skills which they have learned to new situations. (Haring, 1982)

5. The ability to engage in abstract thinking or to work with abstract materials is limited in the retarded. (Haring, 1982)

6. The retarded do not exhibit deficits in learning information that is irrelevant or incidental to the learning task at hand. (Haring, 1982)

ACADEMIC

1. When their intellectual potential is considered, retarded students still do not achieve at a level which we would expect.

2. The mentally retarded individual functions academically three to four years behind his/her age peers.

3. All aspects of reading, but particularly reading comprehension and word attack cause the retarded individual great difficulty. (Haring, 1982)

4. Mental age is below chronological age; therefore, the child may not be ready for reading, writing, spelling, and arithmetic when he enters school.

5. He should not be expected to cover a year's material a year's time, as do average children, because his rate of mental development is delayed.

6. He has a short attention span or lack of concentration and participation.

7. He has a low frustration tolerance level.

8. More often with the younger population, mental age as opposed to chronological age determines the EMR child's interest level.

9. At the end of his formal school career, his academic achievement will probably have reached second to sixth grade level, depending upon his mental maturation and/or special abilities.

PHYSICAL AND HEALTH

1. Mildly retarded individuals are below comparative standards for non-retarded persons (equated on age) in height, weight, and skeletal maturity. (Haring, 1982)

2. Most mildly retarded young people function lower than their non-retarded peers in all areas of motor proficiency. (Haring, 1982)

3. Some mildly retarded individuals display concomitant physical problems such as cerebral palsy, convulsive disorders, sensory impairments or injuries resulting from child abuse. (Haring, 1982)

4. Inappropriate and unbalanced diets, susceptibility to disease and illness, inadequate health care, and dental problems have all been found to be characteristic of many mildly retarded. (Haring, 1982)

Many of these characteristics were taken from Haring, W. G. (ed.) (1982). Exceptional Children and Youth (3rd ed.). Columbus, Ohio: Merrill Publishing Co. Reprinted by permission.

CHARACTERISTICS OF CHILDREN WITH LEARNING DISABILITIES

Children eligible for placement in a class for learning disabilities must have an average or above average IQ. Children with learning disabilities display many atypical characteristics that tend to interfere with their behavior, performance, and learning abilities. Of the characteristics listed below, any combination might be found in any one child. Seldom will a single child be found to have all of these characteristics.

ACADEMIC LEARNING DIFFICULTIES

1. Reading problems are manifested in numerous ways. Refer to Table 1 for selected reading habits of learning disabled children.

2. During the primary years, children with arithmetic disabilities cannot sort objects by size, match objects, understand the language of arithmetic, or grasp the concept of rational counting. During the elementary years, they have trouble with computational skills. The math deficits of many secondary students are similar to the deficits exhibited by younger children (e.g., place value problems and difficulty with basic math facts). (Haring, 1982)

COMMUNICATION DISORDERS

1. Fifty percent of LD individuals have language and speech problems. These difficulties reflect deficient skills in oral expression and listening comprehension. (Haring, 1982)

PERCEPTUAL DISORDERS

1. The LD student may exhibit a deficit in perception - using the senses to recognize, discriminate, and interpret stimuli. Following are specific perceptual areas in which the LD student may be deficit.

    a. Visual perception refers to the ability to make visual sensory stimuli meaningful. The student may have difficulty discussing a slide show or a picture.

    b. Visual discrimination refers to the ability to perceive dominant features in different objects and, thus, to discriminate one object from another, e.g., a b from a d.

    c. Visual memory refers to the ability to recall the dominant features of a stimulus item or to recollect the sequence of a number of items presented visually, e.g., remembering the sequence of letters in a word.

d. *Auditory perception* refers to the ability to recognize and interpret stimuli that are heard. A student may have difficulty participating in a discussion or following oral directions.

e. *Auditory discrimination* refers to the ability to recognize differences between sounds and to identify similarities and differences between words. A student may have difficulty distinguishing such sounds as *d*, *b*, and *p*.

f. *Auditory memory* refers to the ability to recognize and/or recall previously presented auditory stimuli. The student may forget oral instructions or have difficulty remembering the sounds of letters. (Haring, p. 183, 1982)

MOTOR DISORDERS

1. The LD student may be hyperactive, a condition manifested in excessive, non-purposeful movement. The hyperactive student is unable to sit or stand still, constantly needs to be moving about the classroom, and when confined to a seat or station in the room, translates the need to be active into finger and foot tapping. (Haring, 1982)

2. The LD child may be hypoactive, a state of unnatural inactivity. The hypoactive child may sit quietly for long periods at school and accomplish very little work. (Haring, 1982)

3. The LD student may exhibit incoordination or a lack of muscular control. A student with gross motor control problems may walk with an awkward gait or have difficulty throwing and catching a ball, skipping, or hopping. Difficulties in fine motor control may be evident in cutting with scissors, buttoning, or zipping. (Haring, 1982)

4. The LD student may perseverate. Perseveration is the purposeless, sometimes even disadvantageous repetition of an activity. (Haring, 1982)

SOCIAL-EMOTIONAL PROBLEMS

1. The LD student frequently has a short attention span.

2. Most LD students are easily distracted from tasks.

3. The LD student lacks the ability to begin tasks immediately, sustain tasks for long periods of time and may avoid the task completely.

4. The LD student may be inconsistent in his/her abilities. What he can do today he may not be able to do tomorrow.

5. The LD student may be shy or withdrawn.

6. The LD student frequently lacks organization skills for school work.

7. A low frustration level is a characteristic of the LD student.

8. Many LD students have poor self-concepts and experience social rejection.

9. The anxiety level of LD students is high.

MEMORY PROBLEMS

1. The LD student generally has memory problems with both auditory and visual stimuli. They frequently forget words, math facts and directions. (Haring, 1982)

2. Because of poor memories, directions should be short and given only one or two at a time.

Many of these characteristics were taken from Haring, W. G. (ed.) (1982). Exceptional Children and Youth (3rd ed.). Columbus, Ohio: Merrill Publishing Co. Reprinted by permission.

TABLE 1

SELECTED READING HABITS OF LEARNING DISABLED CHILDREN

CHARACTERISTICS	COMMENTS
Reading habits:	
Tension movements	Frowning, fidgeting, using a high-pitched voice, and lip biting.
Insecurity	Refusing to read, crying, and attempting to distract the teacher.
Loses place	Losing place frequently (is often associated with repetitions).
Lateral head movements	Jerking head.
Holds material close	Deviating extremely (from 15-18 inches).
Word recognition errors:	
Omissions	Omitting a word (e.g., Tom saw a cat).
Insertions	Inserting words (e.g., The dog ran (fast) after the cat).
Substitutions	Substituting one word for another (e.g., The house horse was big).
Reversals	Reversing letters in a word (e.g., no for on, was for saw).
Mispronunciations	Mispronouncing words (e.g., mister for miser).
Transpositions	Reading words in the wrong order (e.g., She away ran for She ran away).
Unknown words	Hesitating for 5 seconds at a word she cannot pronounce.
Slow choppy reading	Not recognizing words quickly enough (e.g., 20-30 words per minute).

TABLE 1 (cont'd)

CHARACTERISTICS	COMMENTS
Comprehension errors:	
Cannot recall basic facts	Unable to answer specific questions about a passage (e.g., *What was the dog's name*?).
Cannot recall sequence	Unable to tell sequence of story read.
Cannot recall main theme	Unable to recall the main topic of the story.
Miscellaneous symptoms:	
Word-by-word reading	Reading in a choppy, halting, and laborious manner (e.g., no attempts are made to group words into thought units).
Strained, high-pitched voice	Reading in a pitch higher than conversational tone.
Inadequate phrasing	Inappropriately grouping words (e.g., *The dog ran into* (pause) *the woods*).

Note: From *Children and Adolescents With Learning Disabilities* by C. D. Mercer. Columbus, Ohio: Charles E. Merrill Publishing Co., 1979. Copyright 1979 by Bell & Howell Company. Reprinted by permission.

CHARACTERISTICS OF THE EMOTIONALLY HANDICAPPED CHILD

In terms of their visibility to the teacher, emotionally handicapped children can be perceived as children who demonstrate one or more of the following characteristics to a marked extent and over a period of time.

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
3. Inappropriate types of behavior or feelings under normal conditions.
4. A general, pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms, pains, or fears associated with personal or school problems.
6. Table 1 lists characteristics of emotionally disturbed youth and representative behaviors for each area.

Numbers 1 thru 5 are taken from Bower, E. M. (1969). *Early identification of emotionally handicapped children in school*. Springfield, Illinois: Charles C. Thomas. Reprinted by permission.

TABLE 1

SUMMARY OF MAJOR CHARACTERISTICS OF CHILDREN AND YOUTH WITH BEHAVIOR DISORDERS, BY DEGREE OF DISORDER

	REPRESENTATIVE BEHAVIORS	
CHARACTERISTICS	MILD-MODERATE DISORDERS	SEVERE-PROFOUND DISORDERS
Environmental Conflict:		
Aggression-disruption	fighting, cruelty, bullying, tantrums, violating rules, disrespect, negativism, threatening, destruction	self-injury, primitive assaults, destruction, negativism
Hyperactivity	overactivity, attention, deficits, impulsivity; accompanied by aggression-disruption	repetitive, bizarre motor and verbal acts that appear to provide self-stimulation; other overactivity
Social maladjustment	peer-group-oriented stealing, fighting, vandalism, other illegal acts; substance abuse, sexual irresponsibility, truancy	
Personal Disturbance:		
Anxiety	situation-specific avoidance, crying, physiological over-arousal, statements of worry, skill disorganization	extreme upset over minor changes in a familiar situation
Social withdrawal	failure to initiate verbal or motor behavior toward peers and others, failure to reciprocate the initiations of others; incompetent or aggressive social initiations resulting in peer rejection	same, but in more severe degrees; apparent indifference to interpersonal activity, even toward parents and siblings; play skills usually lacking

TABLE 1 (cont'd)

	REPRESENTATIVE BEHAVIORS	
CHARACTERISTICS	MILD-MODERATE DISORDERS	SEVERE-PROFOUND DISORDERS
Learning disorders:	low normal intellectual performance; substantial deficits in basic academic skills and general educational achievement	often, moderate to profound mental retardation; substantial deficits in language, attention, memory, and other abilities; deficient self-help skills

From Haring, W. G. (ed.). (1982). Exceptional Children and Youth (3rd ed.)). Columbus, Ohip: Merrill Publishing Co. Reprinted by permission.

HOW YOU CAN HELP THE MILDLY HANDICAPPED CHILD IN YOUR CLASS

1. Have the child working on his own ability level in each academic area. This may vary in reading, spelling, language, and math with one or more areas being lower than the others.
2. Plan and provide a number of success experiences, as tolerance for failure will be low.
3. Provide clear instructions and recognize that while the child may appear to understand, in fact, he/she may be confused. Avoid instructions involving more than two steps at a time.
4. Consider special physical arrangements in the room to decrease overstimulation and distractability. A "cubicle" or desk set away from distractions may be necessary to maintain attention to learning tasks--but if this approach is used, it should be made clear to the child that this is not a punitive arrangement.
5. Be alert to possible signs of emotional disturbance or behavior problems. If problems seem to exist, the recommendations for emotionally handicapped children would be applicable.
6. Utilize multisensory [auditory, visual, tactile (touch), and kinesthetic (movement)] approaches to instruction whenever possible.
7. Communicate with the resource teacher to discuss which methods being employed seem to be most successful.
8. Sequence learning tasks into steps that can be successfully achieved by the child. Reinforce successful achievement of each step.
9. Use short assignments. If an entire worksheet (e.g., math problems) appears frustrating, cut the worksheet into strips, allowing the child to complete one at a time.
10. In reading, the child may frequently confuse similar words (can - ran, talk - walk, was - saw). Ask the child to orally spell the word and re-pronounce it.
11. Record child's progress in graph or chart form. Share this with the child so he/she may see the progress.
12. Design teacher-made games for use as an individual or small group activity to reinforce skills being developed.
13. Structure and consistency in the classroom environment as well as a daily routine are extremely important. If changes in schedule, etc., are to occur, prepare the child ahead of time and re-emphasize the change periodically.
14. Utilize cross-age, peer, and volunteer tutors.

HELPFUL HINTS TO PARENTS OF CHILDREN WITH SPECIAL NEEDS

Encourage your child to:

- accept responsibility for chores or activities.
- listen to adult suggestions.
- follow directions.
- always follow safety rules
- take care of equipment and return materials after use, put everything in its proper place.
- complete chores independently.
- be trustworthy.
- control his/her mistakes, always proofread.
- participate in some type of organized activity outside of school and home. This is a good self-esteem builder; pick sports, scouts, dancing, music, etc. Each child has his/her own niche, help him/her find it.

As a parent, try:

- to let your child know that you love and respect him/her for himself/herself.
- to accept him as he is and become knowledgeable about his strengths and weaknesses.
- to be consistent with discipline, demands, and expectations. All children need to know their restrictions as well as the consequences for certain behaviors and actions.
- to ask for details such as who, what, when, and where, when your child is trying to tell you something, but is confused.
- to keep his/her decision making as simple as possible.
- to set a schedule or routine for things such as bedtime, homework, meals, chores, etc. All children, especially those with learning problems, need the security of definite routines, schedules, and expectations.
- to keep a chart of job tasks and times that the tasks are to be done.
- having your child record when he/she has completed a chore (no credit for sloppy work or a half-made bed).

- to encourage independence.

- understanding that a good job attitude and responsibility for completion of tasks are important.

- to avoid putting your child under a time pressure.

- not to assume that your child has heard something unless you have him/her verbally feed back what he thinks you said. After giving directions, have your child repeat them to you. In this way, any misunderstandings can be cleared up immediately.

- to make eye contact or call your child by name prior to talking to him/her about something.

- letting your child help you with projects around the house (yard work, washing the car, painting a room, etc.).

- breaking directions into steps for tasks that are complicated.

- increasing job tasks from one to two or three activities.

- using positive reinforcement for jobs well done. The LD child often needs more praise and reinforcement than others due to so much past failure.

- setting up success situations for your child as frequently as possible. This will help to build his/her self image.

- to be decisive and stick to your decisions. Do not argue or bargain with him/her after a decision has been made.

- to be firm and handle each situation right then. Statements like, "Wait until your Dad gets home!" or "Just wait until you and I get home!" will not help the situation.

- to always follow through. Don't make promises or threats that you can't keep.

- to keep his/her room organized, not cluttered. Let him/her be responsible. Everything in its place. Organization is one of the biggest problems that most LD kids face. Help your child to start bringing more and more organization to his/her life and his/her room is a good place to start.

- to encourage open communication with your child. Encourage lots of free conversation and be sure to do a lot of listening.

- to be open and honest with your child. Discuss his/her strengths and weaknesses and be sure he/she understands why certain teaching methods will not work with him/her. Show your child that learning in a different way is really no different than someone wearing glasses to help with weak eyes. It is definitely nothing to be ashamed of or embarrassed about.

- not to compare children within the home or classroom. Each has the right to be himself/herself.

- not to bug him/her about school. If he's had a good day, you'll soon know about it; if not, he/she doesn't want to talk about it anyway.

- never to take for granted that a child knows even very simple concepts such as up, down, under, on, front, back, etc.

- to remind your child that he is not alone with this problem. That famous people who have contributed greatly to the advancement of the human race shared this same problem. Albert Einstein did not speak until he was four years old and didn't read until he was seven. That we continue to use the products of Thomas A. Edison even though one of his teachers once stated that, "He's too stupid to learn." Be sure he/she knows that the great statesman Winston Churchill failed the sixth grade. And that a newspaper editor was quick to fire a young man whose talents he could not admire. He said that his primary fault was that he did not have one good idea and that he was void of potential. That was Walt Disney.

- to work with your child's teacher. A consistency between home and school is a real asset.

Shirlene Allen
Learning Disabilities Teacher
Chesterfield County
Reprinted with permission

MULTISENSORY TEACHING

Mix and Match: Suggestions for Modifications in the Classroom

A classroom teacher has the opportunity to mix and match the following suggestions in the classroom for effective teaching. Further modifications can be made together with the LD teacher. A teacher can mix and match according to the classroom situation, class level and student skills, and they are also able to do this according to their own personalities, likes, dislikes and abilities. Teachers who use these ideas frequently, will probably find they can successfully meet the needs of students with learning problems, especially when working with average to lower level students and students with behavior or motivational problems.

I. Organization (A problem for many students, especially the Learning Disabled)

- A. Use notebooks.
    1. Have students keep all assignments, tests, quizzes, maps, etc. in order in a separate notebook.
    2. Have a nine-week notebook check.
    3. Give a check list so that they know what the notebook should include and in what order.
- B. Use weekly assignment sheets.
    1. Give out on Monday, with one or two weeks assignments listed.
    2. Student keeps it in front of notebook and crosses out when assignment is complete.
- C. Help students come to class prepared.
    1. Spot check for extra credit.

II. Visual Aids

- A. Use of Handouts (to be kept in order in notebook).
    1. Explain with illustration if possible.
    2. Use clues to later jog the memory.
    3. Give out partially completed outlines.
    4. List of study questions to be completed during study of chapter and handed in at the end of it.
    5. List of vocabulary words to be defined.

B. Overhead

1. Must be clear and visible from all points of the room.
2. Use color if possible.
3. Limit copying from overhead as it is often difficult to do (handouts or board copying is preferred).

C. Films and TV Programs

1. Good approach, usually high interest.
2. List of questions read before film or TV program helps student know what to look for during it.
3. Answer questions after film. (A couple of questions for a grade helps insure attention.)
4. Assigning TV news broadcasts and discussing or quizzing is a good idea. (They can see films and graphs.)

D. Blackboard

1. Illustrate lectures by writing key words on board.
    a. This helps poor spellers and note-takers keep up.
    b. Some students can't take notes during a lecture because of poor spelling and writing skills.
        1) Copy teacher's notes later.
        2) Have good student carbon notes and give to other student.
2. Have a place for assignments (same place on the board each day). This is helpful even with handouts.

III. Auditory Aids

A. Lectures

1. Better if broken up with questions to check on the class comprehension.
2. Short and to the point is a good rule.
3. Humor can keep attention.
4. Anecdotes are interesting.
5. Tricks on how to remember things.
    a. When the student has a list of facts to remember, teach how to take the first letter from each fact and have it stand for a word in a sentence. For example: Northern Atlantic coastal states are: Maine, New Hampshire, Massachusetts, Rhode Island, Connecticut, New York, New Jersey. A sentence to be pictured in the mind could be: Mainly, new hamsters miss riding in carpools from NY to NJ.
6. Keeping on the track is a challenge as students often take pride in getting teachers off the track.

B. Have students explain to the class their interpretation of the teacher's point.

1. Often, a second voice or explanation will help others understand or question further.

C. Records or Tapes

   1. Change of voice quality and just a change of pace are often helpful.

D. Listening to news on the radio for a current event assignment is a good technique.

IV. Kinesthetic

   A. Writing

      1. Note-taking - some may be slow and may need to come in later or somehow catch up.
      2. Completion of handouts.
      3. Illustrations, maps, graphs, projects.

   B. Library work

      1. Using the library is helpful, but students may need much direction.

   C. Looking up and bringing in articles

      1. Clipping and discussing articles from magazines and newspapers.
      2. Putting together a picture story with short comments written about the pictures.

When all modalities are used in teaching, students learn easier and visually retain the information longer. However, one area is as important as the other for any person, especially the student having learning difficulties.

Prepared by:

Carole Pinover, LD Teacher
Midlothian High School
Chesterfield County
Reprinted with permission

IMPROVING STUDENTS' SELF-CONCEPT

A few helpful hints:

1. Greet students as they enter by using their names, or say something to them as they leave. People need to feel welcome, even in the classroom.

2. Use positive statements on papers first, then carefully worded negative ones.

*3. Put a "See me, please" on paper rather than "F"

    a. A word of encouragement at your desk while telling the student of failing grade can be all the encouragement he/she needs.

    b. Most students feel that the "F" can be seen all across the room and, of course, they are embarrassed when the paper is returned.

    c. Try to let a student know he is important to the class and that his presence is enjoyed.

The above suggestions often work with the "class cut-up" or the disinterested student. Not always - unfortunately!!

* "F" often means to the student, "I am a failure." It should mean, "This paper is a failure."

Prepared by:

Carole Pinover, LD Teacher
Midlothian High School
Chesterfield County
Reprinted with permission

CHARACTERISTICS OF VISUALLY IMPAIRED (VI) CHILDREN

The following is a list of characteristics of visually impaired children. A child may have one or more of these characteristics:

1. Lack of attention to visual aids such as charts, bulletin boards, chalkboard materials.
2. Inability to catch a rather large, soft object (bean bag or ball) tossed lightly from a distance of 60 to 100 feet.
3. Holding books, pictures, or toys very close to the face when looking at them.
4. Reluctance to move about alone or hesitance in walking, especially in an unfamiliar room, a large open space, or under conditions of reduced light.
5. Hesitant or unusual gait when walking.
6. Scraping or shuffling of feet in locating the edge of steps or groping with hands and/or feet in locating pieces of furniture, doorways, and other large objects in the environment.
7. Tendency to avert the eyes from or otherwise to avoid bright light.
8. Tendency to cock the head to one side or the other when looking at nearby objects, or a slight side-to-side movement of the head when looking at a single object, as a picture or small toy.
9. Excessive squinting or covering or closing one eye when looking at an object.

Adams, A. H. Threshold learning abilities: Disgnostic and instructional activities for specific early learning disabilities. New York: Macmillan Publishing Co., Inc. Reprinted with permission.

VISUAL IMPAIRMENTS

Some signs of eye problems would include one or some of the following exhibited daily over a period time.

A. Appearance

1. Red-rimmed, encrusted or swollen eyelids
2. Inflamed or watery eyes
3. Frequent sties
4. Eyes in constant motion

B. Behavior

1. Rubs eyes often
2. Shuts or covers one eye, tilts head, thrusts head forward, blinks more often when reading
3. Difficulty reading or in work requiring close use of eyes
4. Stumbles over small objects
5. Holds book close to eyes
6. Squints eyelids together or frowns
7. May be slower to develop motor skills
8. May be unaware of things to the side, above, or below him
9. Seems to attune closely to sounds

C. Complaints

1. Eyes itch, burn or feel scratchy
2. Cannot see well
3. Dizziness
4. Headaches
5. Nausea
6. Blurred or double vision

WORKING WITH THE VISUALLY IMPAIRED STUDENT IN THE REGULAR CLASSROOM

In the classroom -

- flexible seating arrangements
- furniture that fits
- get as close as you have to
- good lighting, needs may differ
- non-glare work surfaces and paper
- participation in demonstrations
- verbalize boardwork and demonstrations
- familiarize with room, building, equipment, materials
- allow for extra time
- choose representative problems (quality, not just quantity)
- ask many comprehension questions, give performance tasks to carry out
- may benefit from magnification (aids, CCTV, produced materials)
- involve in PE, playground activities, student projects
- give orientation clues to finding information on maps, charts, diagrams (help develop a systematic search pattern)
- short work periods for visual tasks
- felt tip pens over light memo sheets, or underline important areas, or use the master
- vertical positioning of materials (desks, stands)
- boardwork pages at desk
- choose pictures that are bold, simple, highly contrasted, not too many small details
- examine texts, workbooks, etc. for contrast, figure-ground, importance and size of detail
- use manipulative materials whenever necessary
- help tie parts together
- call attention to multisensory clues, and don't forget visual clues (color, size, details, shape, movement, relationship to parts, etc.)
- might use tachistoscope, block paper for structure.

CHARACTERISTICS OF HEARING IMPAIRED (HI) CHILDREN

The following is a list of characteristics of hearing impaired children. A child may have one or more of these characteristics:

1. No response to teacher's voice from a distance of ten feet or more.
2. Failure to follow simple directions appropriately.
3. Impaired or unclear speech.
4. Attentive to teacher's face during conversations.
5. Tendency to avoid situations which require him to talk and listen.
6. Shy, withdrawn from interaction with other children.
7. Expressing joy and pleasure either through silent laughter or a high pitched "screeching sound."
8. Acute sensitivity to bright colors and objects.
9. Acute awareness of changes in room decor, furniture, bulletin boards, etc.
10. Unusual reactions to loud, dull noises such as a slammed door, dropped books, etc. He may also respond to vibrations caused by a low-flying airplane or heavy truck passing by.

Adams, A. H. Threshold learning abilities: Diagnostic and instructional activities for specific early learning disabilities. New York: Macmillan Publishing Co., Inc. (Copyright © 1972 by Macmillan Publishing Co., Inc.). Reprinted with permission.

HEARING ALERT!!

The danger signals listed below may result from other physical conditions or in combination with a hearing loss. Whatever the situation, it is important for parents to be alert for any possible loss of hearing in a child or infant.

DANGER SIGNALS

1. IF A NEWBORN BABY does not exhibit a startle reflex in response to a sharp clap within 3-6 feet.

2. IF AT 3 MONTHS the child has not developed auditory orienting reflexes (searching for the source of an unfamiliar sound).

3. IF AT 8 TO 12 MONTHS the child does not turn toward the source of a sound - a whisper, a rattle, a spoon in a glass, or crinkling paper - originating less than 3 feet behind the child after you have caught his attention and as his mother is holding him.

4. IF AT 24 MONTHS the child cannot identify an object (ball, baby, spoon) by spoken stimulus, cannot repeat a phrase, and does not use some short phrases in talking.

5. If parents report the child is not awakened or disturbed by loud sounds, does not respond when called, uses gestures almost exclusively to establish needs and desires in lieu of verbalization, or watches parents' faces intently as they speak.

6. IF THERE IS A HISTORY OF ANY OF THE FOLLOWING:

   a. Upper respiratory infections

   b. Chronic ear infections

   c. Meningitis

   d. Hearing loss in the family

   e. Maternal rubella

   f. Premature birth

   g. RH blood incompatibility between parents

   h. Birth trauma

   i. High fevers

EARLY DETECTION IS AN IMPORTANT PART OF HELPING A CHILD WITH A HEARING LOSS. IF YOU SUSPECT YOUR BABY HAS A HEARING PROBLEM, TELL YOUR DOCTOR IMMEDIATELY AND CONTACT YOUR LOCAL SPEECH AND HEARING CLINIC.

THE HARD-OF-HEARING CHILD

1. Accept the hard-of-hearing child as an individual. An awareness of his assets as well as his limitations is needed. Capitalize on the assets and help him feel that he belongs. Do not pamper or over-protect him.

2. Remember that most hard-of-hearing children are just as intelligent as their normally hearing friends.

3. Encourage the child's special capabilities and help him to experience success and achievement in some special task.

4. Remember that the hard-of-hearing child cannot understand everything all of the time no matter how intelligent he is or how hard he tries.

5. Use as many visual aids as possible. Demonstrate what you want him to understand as well as telling him. Use gestures.

6. Use the blackboard as much as possible. Do not talk while writing on the board - he cannot see your lips.

7. Use a natural tone of voice. Use a normal rate of speech, not too fast or too slow. Use a natural loudness of voice. Do not yell, it makes matters worse.

8. Speak clearly and distinctly but do not exaggerate lip movements. Project your speech. Guard against talking with your lips closed, or having your hand or a book in front of your face while speaking.

9. Speak with the light on your face. Allow the light to be behind the child.

10. Rephrase questions and use repetition of key words. Try to avoid walking around while dictating problems or pronouncing spelling words.

11. Seat the child where he can see your face. Allow him to change seats if he cannot see your face easily. Seat him in the second or third row if possible. Try to have his better ear toward you and the class.

12. Write key words, new words, new topics, etc. on the board. Say them to the class so that the hard-of-hearing child may see them on your lips as well as on the blackboard.

13. Whenever possible, preview the new work with the parents so they can discuss the topic at home.

14. Do not assume a hearing aid will make the hard-of-hearing child's hearing "normal" again. No aid is free of distortion and many aids do not help discrimination of sounds.

15. Never shout, especially if a child is wearing an aid.

16. Discuss with the class members the problems of the hard-of-hearing child and of wearing an aid.

17. Encourage the hard-of-hearing child to ask for repetition. Don't become impatient if he wants to "make sure" he understands.

18. Remember that all noise is made louder by an aid and the child will have difficulty understanding when there is excessive noise in the room.

19. Remember that soft or voiceless sounds such as the f, s, th, k, and sh may not be heard by the hard-of-hearing child. If he does hear them, they may be greatly distorted. He may also distort those sounds in his speech.

20. Remember that a child repeats what he hears or what he thinks he hears. Many speech defects are really caused by defective hearing. Distorted speech is often caused by distorted hearing.

21. Remember that a hearing loss can occur or reoccur at any time, especially if he has a cold, allergy, sore throat, or earache.

22. A hard-of-hearing child often "daydreams" because he does not hear you. Always get his attention, then make your statement.

23. The hard-of-hearing child fatigues easily because he is straining to perceive with his eyes what is written and what is being said.

24. Teach the hard-of-hearing child to use the dictionary pronunciation key so that he can help himself.

25. Encourage the child to participate in musical activities. It stimulates his residual hearing and adds rhythm to his speech.

26. Encourage and promote active participation in school and social functions.

27. Seek professional help and advice from qualified persons and agencies who are recommended by your physician, ENT specialist, nurse, educator, or speech and hearing center.

28. Don't "talk over the child's head." Phrase your thoughts in simple, easy-to-understand language, but always speak in complete sentences.

29. Because of the additional movements involved and the consequently greater opportunity for the child to observe, longer words or phrases are sometimes better than short ones.

30. Don't be over-critical if the hearing impaired child talks to his neighbors in class. Since it is difficult for him to understand what is being said, he may look to or ask another student to confirm what he's grasped.

31. Remember that even two children with almost identical hearing losses may function very differently and hence cannot be effectively lumped into one generalized category for teaching purposes.

32. Institute a buddy system whereby a buddy, or buddies, help the hearing-impaired child with directions, assignments, or notes he's missed.

33. Try to stand in one place when lecturing so it is easier to speech-read.

34. Don't make the child feel inferior by protecting him from speaking assignments, but try to maneuver his presentation so that it is shorter and within his range.

CHARACTERISTICS OF SPEECH AND LANGUAGE PROBLEMS

Concern should be expressed when any one of the following conditions exist. It is advised that you consult a speech pathologist.

1. Your child is not talking at all by the age of two.
2. You have a difficult time understanding him after the age of three.
3. He is leaving off many beginning consonants after the age of three.
4. He is still not using two to three word sentences by the age of three.
5. Sounds appear more than a year late in his speech, according to the following sound-development sequence.

Templin Sound Development Norms

AGE	SOUNDS
3	mmmm, nnnn, ng, f, p, h, w
4	y, k, b, d, g, r
4½	ssss, sh, ch
6	t, v, l, th (unvoiced)
7	zzzz, zh, j, th (voiced)
8	wh

6. His speech consists mostly of vowel sounds.
7. His word endings are usually missing after age five.
8. His sentence structure is quite faulty at age five.
9. He is embarrassed and bothered by his speech at any age.
10. He is making errors in speech sounds (other than "wh") after age seven.
11. His voice is a monotone, or is too loud or too soft, or is of a poor quality. (Any of these may indicate a hearing loss.)
12. His voice quality is too high or too low for his age and sex.
13. He sounds as if he is talking through his nose or as if he has a cold.
14. His speech is too fast, or too slow, or doesn't flow naturally after age five.
15. He is noticeably non-fluent after the age of six.

CHARACTERISTICS OF COMMUNICATIVELY HANDICAPPED CHILDREN

Children who are communicatively handicapped are said to have defective speech. This defective speech interferes with communication, causes the possessor to be maladjusted, and/or calls unfavorable attention to itself. But, more than just speech, language may also be affected. This communication handicap interferes with or limits to varying degrees, the youngster's ability to formulate, express, receive, or interpret oral language. Communication problems may vary in degree from mild, where the child is understandable, though errors are noted in his speech, to severe, when the pupil is completely unintelligible. Speech and language problems may be exhibited in one or combinations of the following disorders and may have a functional or organic base. Communication problems may be present alone or with handicapping conditions such as mental retardation, a learning disability, or an emotional disturbance.

1. Articulation is a situation in which the youngster may omit, distort, or substitute one speech sound for another.

2. Delayed language is a problem where the child is confused about how to form words and to put them in the right order, cannot properly use language symbols as tools to assist in organizing and expressing their visual, auditory, tactile-kinesthetic and other sensory experiences, and is frequently present with other speech problems.

3. Fluency, or stuttering, is a disorder of rhythm in which the child's flow of speech is interrupted.

4. Voice disorders frequently result from vocal abuse and require medical attention in addition to speech therapy. Voice disorders may be of quality, pitch, or loudness. The speech may be hoarse, harsh, nasal, breathy, or inappropriate for the pupil's age and sex.

5. Cleft palate and/or lip, or incomplete formation of the oral structures, may be of several types and degrees of involvement. Repair of the cleft condition begins early and should be almost completed during the primary grades. This condition frequently causes the speech to be nasal, coming primarily through the nose. Articulation errors, delayed language, and voice disorders are prevalent.

6. Cerebral palsy is a neuromotor disturbance that causes problems with motor skills as well as communication. The degree of communication deficit will depend largely on the type and amount of involvement.

7. Hearing impaired youngsters' speech is affected by the severity and type of hearing loss present. The speech pattern may be too loud or too soft; sounds such as "s", may be omitted or distorted; words such as "is", "an", "and", "the", are frequently omitted.

8. Aphasia is a central nervous system processing disorder that causes the child to be unable to use oral language expressively or receptively. This speech may be characterized as jibberish or telegraphic.

Compiled by: Lesley Jernigan, Department of Speech and Hearing Sciences, University of Southern Mississippi.

TECHNIQUES FOR THE TEACHER OF THE COMMUNICATIVELY HANDICAPPED CHILD

The influence of the classroom teacher is invaluable to the speech pathologist in motivating the pupil with a speech and language deficit to improve his speech and in preventing him from feeling resentful, different, or penalized because of his problem. In addition to the evaluative and therapeutic services provided by the speech pathologist, the classroom teacher must provide an environment for the carry over of correct speech and language patterns learned during the therapy sessions. An effective classroom teacher will aid the speech pathologists by:

1. Becoming acquainted with the aims and objectives of the therapy program.
2. Helping develop an attitude of acceptance on the part of other children toward the communicatively handicapped child.
3. Reinforcing good speech and language performance during classroom activities in order to establish the importance of using what is learned during the therapy sessions.
4. Helping the speech pathologist evaluate progress at different stages of the therapy program.
5. Assisting the dysfluent or stuttering child by letting him talk without interrupting him and without making suggestions as to how he should talk. In other words:

   Don't tell him to hurry up.
   Don't tell him to speak more slowly.
   Don't tell him to stop and start over.
   Don't tell him to take a deep breath before speaking.

   These "suggestions" place more attention on "how" the child is speaking rather than "what" he is saying.
6. Accepting the child's dysfluencies as his way of talking without showing disapproval, fear, embarrassment, irritation or surprise.
7. Helping the pupil receiving medical attention and speech therapy for a voice problem to follow his treatment program, especially if he is to avoid abusing his voice or to be on vocal rest.
8. Realizing that the child with a cleft palate or lip may require special academic help for those extended periods of time he must miss school due to surgery and visits to specialists.
9. Becoming aware of the cerebral palsied child's strengths and weaknesses in all areas and helping to develop these strengths to their fullest capacities.
10. Remember: In order for the speech and language handicapped youngster to improve, he must be seen by the speech pathologist. Refer any youngsters suspected of having a speech, language, hearing or voice problem to a speech pathologist for evaluation.

CHARACTERISTICS OF THE PHYSICALLY HANDICAPPED (PH)

Characteristics of the physically handicapped child may vary with each of the various handicapping conditions. A classroom teacher should have a basic knowledge of each of the conditions in order to better understand his/her particular child. The following is a list of characteristics which may assist the teacher with general considerations for the physically handicapped child.

1. Tires more quickly than others in the class.
2. Excessive absences due to medical appointments.
3. Difficulty in performing gross motor tasks.
4. Inability or difficulty completing manipulative activities (holding a pencil, cutting, drawing, stringing beads, etc.).
5. Difficulty distinguishing differences in size, depth, and spatial relationships; this is a common characteristic in Cerebral Palsy children.
6. May be socially delayed due to lack of interaction with other children.

SUGGESTIONS FOR TEACHERS

1. Be sure to obtain and read current literature on epilepsy.

2. Remember that epilepsy is a very common condition, and is no disgrace.

3. Most persons with epilepsy can become seizure-free if they take medication as prescribed by their doctors.

4. If a grand mal seizure should happen in class, it is vital that the teacher remain calm. Students will assume the same emotional reaction that the teacher does.

    a. Try to prevent the patient from striking his head or body against any hard, sharp, or hot object.
    b. Do not try to revive the patient. Let the convulsion run its course.
    c. Do not try to restrain the patient's movements or to put anything in the teeth.
    d. Turn the patient's face to the side and make sure his breathing is not obstructed.
    e. Carefully observe the details of the attack for a subsequent report to medical personnel.
    f. On the very rare occasions when an actual attack continues for more than ten minutes, the child's doctor should be called for special instructions.
    g. Do not be frightened if the person in a seizure may appear not to be breathing momentarily.
    h. Remember a seizure cannot hurt the onlookers.
    i. When the patient regains consciousness, he may be incoherent or very sleepy. He should have the opportunity to rest.
    j. Proper persons must, of course, be notified.

5. Turn a grand mal seizure in a class into a learning experience, where accurate information, wholesome attitudes, and understanding (not pity), are end results. Such an experience need not be frightening.

6. Remember that "with proper treatment, most children with epilepsy are able to live like any other children."

7. Do not pamper a child with epilepsy for fear he may have a seizure. Do not let him "rule the roost."

8. Remember that sometimes you or a member of your family may have a seizure.

9. Treat seizure patients as you would have others treat you or your child under similar circumstances.

EPILEPSY ASSOCIATION OF AMERICA
111 West 57th Street
New York, NY 10019

ADAPTING THE SOCIAL - EMOTIONAL AND PHYSICAL ENVIRONMENTS

LECTURE OUTLINE

I. **Social - Emotional Environments**

  A. Student Attitudes

  B. Preparation of Students

    1. Knowledge of handicapped students

    2. Infusion/separate programming for the instructional program

    3. Simulations

    4. Modeling accepting behaviors by teachers

  C. Social Adjustment

  D. Teacher Attitudes

  E. Preparation of Teachers

    1. Knowledge of specific handicapping conditions

    2. Knowledge of handicapped person's capabilities (handout)

    3. Knowledge of help available

II. **Behavioral Environment**

  A. Times we tolerate behaviors

B. Times we interfere with behaviors

C. Surface behavior techniques

1. Planned ignoring
2. Signal interference
3. Proximity control
4. Defusing tension through humor
5. Support from routine
6. Interest boosting
7. Removing distracting objects
8. Antiseptic bouncing

III. **Physical Environment**

A. **Scheduling**

1. Master Scheduling (handout)
2. Inter-resource Scheduling
3. Scheduling within the Mainstream

B. Grouping

1. Whole-group instruction (handout)

2. Skill-specific small group instruction (handout)

3. Non-academic grouping

4. Peer tutoring

5. Buddy system

Adapting the Social-Emotional and Physical Environments

Judy W. Wood, Ph.D.
Project Director
Project TRAIN
(804) 367-1305

School of Education
Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284

Virginia Commonwealth University

Adapting the Social-Emotional and Physical Environments

Developed by

Judy W. Wood, Ph.D.
Project Director

The development and dissemination of this institute was supported by the U.S. Department of Education, Division of Personnel Preparation, Special Education Programs Grant #G008530322.

Permission to use or reproduce this packet or portions of the packet should be obtained from Dr. Judy W. Wood.

a Wood

OBJECTIVES

The participant will be able to identify and use techniques for working with the mainstreamed student in the following environments: emotional, social, behavioral and physical.

The participant will be able to identify ways in which student/teacher attitudes are important in mainstreaming.

The participant will be able to identify ways in which student/teacher can be prepared for mainstreaming.

The participant will be able to identify and use surface behavior management techniques.

The participant will be able to identify scheduling and grouping techniques which may be used with the mainstreamed student.

Adapting the Social-Emotional and Physical Environment

12
MASTER SCHEDULING
BULLETIN BOARDS
FLEXIBLE SCHEDULING
GROUPING
LEARNING STATIONS
CONVENTIONAL SCHEDULING
RESOURCE SCHEDULING

SOCIAL - EMOTIONAL ENVIRONMENT

MAJOR PURPOSES OF THE SECONDARY SCHOOL CURRICULUM

SUGGESTED ADAPTATIONS

Area	Adaptations
ACADEMIC SKILL DEVELOPMENT	Pretest students to determine the instructional level of each student.
	Determine the learning style of the student.
	Establish goals which are attainable to insure success.
	Select objectives which are based on the instructional needs of the learner.
	Teach objectives in a sequential order.
	Use peer tutors to assist students with specific difficulties.
	Adapt reading text/materials.
	Provide a selection of reading materials on several grade levels.
	Use adaptations for your teaching technique.
	When giving directions, state simply, give in a written format as well as verbally and only give as many as a student can follow.
	Whenever possible, use concrete examples instead of abstract.
	Use visual aids/media as much as possible.
	Break all learning tasks down into small, sequential steps.
	Develop an evaluation system which provides for formative evaluation and continuous feedback.
	Allow students to take tests in alternative settings and/or adapt teacher-made tests.

AREA	ADAPTATIONS
PREPARATION FOR INDEPENDENT LIVING	Help the student to develop social skills such as interacting with others in a positive manner, developing the ability to read non-verbal cues and to be aware of personality differences. Help the student to learn the specific rules established for the classroom. Do not assume that they will automatically "pick up" on the rules. Assist the student in coping with rule changes. Always give prior notice when classroom procedures/rules will be changing. Teach the student to manage time more appropriately. Introduce the student to organizational skills (e.g., color coding, notebook dividers, assignment/text sheets). Assist the student with daily functioning skills.
CAREER/VOCATIONAL PREPARATION	Develop knowledge in the four major stages of career education (e.g., career awareness, learning different job types); career exploration (exploring different careers); career preparation (developing work related skills); and career placement (entering a selected career) (Brolin & Kokaska, 1979). Develop skills to infuse career education into the curriculum. Work with the resource teacher to become aware of the career skills which you could help develop in your class.

Brolin, D., & Kokaska (1979). *Career education for handicapped children and youth*. Columbus, Ohio: Merrill.

Morsink, C.V. (1984). *Teaching special needs students in regular classrooms*. Boston: Little, Brown and Company.

HANDICAPISM IN BOOKS

Do people in the story show pity toward the disabled characters?	____ Yes	____ No
Is the disabled person a minor character? Disabled people are rarely cast as heroes.	____ Yes	____ No
Is the disabled character portrayed as a villain?	____ Yes	____ No
Is the disabled character put in the story just to spice up the scenery, like a fancy car or a funny hat?	____ Yes	____ No
Is the disabled character always being helped rather than helping?	____ Yes	____ No
Do other people hurt the disabled person or does an accident occur to harm the disabled person? Disabled characters are often the subjects of violence.	____ Yes	____ No
Is the disabled person shown as being sad most of the time?	____ Yes	____ No
Is the disabled person portrayed as bumbling and not skillful? Like Mr. Magoo?	____ Yes	____ No
If the disabled character is an adult, is he or she treated like a child?	____ Yes	____ No
Is the disabled character portrayed as having extra special powers to do some things?	____ Yes	____ No
Does the disabled character pity himself or herself all the time?	____ Yes	____ No

Taken from *What's the Difference?*, Ellen Barnes, Carol Berrigan and Douglas Biklen.

RESEARCH REPORT

Give students a list of handicapped persons both living and dead. Ask each student to select one of these persons, to research his or her life, and to present a report (either oral or written). The report might include:

a. The nature and cause of the person's handicapping condition

b. How the handicap affected the person's functioning in various aspects of life

c. What the person's accomplishments were

d. What some of the emotions felt by the person and his or her family were

Some handicapped persons on whom students might do research reports:

Artists

Ludwig van Beethoven, deaf
Elizabeth Barrett Browning, spinal injuries (bedridden)
Ray Charles, blind
Jose Feliciano, blind
Aldous Huxley, blind
James Stacey, amputee (arm/leg)
Stevie Wonder, blind
Al Capp, amputee (leg)

Athletes

Dave Bing, blind (one eye)
Tom Dempsey, birth defect (stump foot and arm)
Carlos May, minus a thumb
Roy Campanella, paralyzed (neck down)
Wilma Rudolph, childhood polio

Politicians

Winston Churchill, speech impediment
Robert Dole, withered arm
David Inouye, amputee (arm)
Morris Udall, blind (one eye)
George Wallace, paralyzed (waist down)
Nelson Rockefeller (learning disabled)
Franklin D. Roosevelt, paralyzed (both legs)

Inventors/Scientist

Louis Braille, blind
Thomas Edison, deaf

Cartwright, C. A., Cartwright, G. P., Ward, M. & Willoughby-Herb, S. (1981). *Teachers of special learners*. Belmont, California: Wadsworth Publishing Company. Reprinted with permission.

TEACHER BEHAVIORS THAT CONTRIBUTE TO EFFECTIVE TEACHING

1. The teacher encourages students to communicate openly.
2. The teacher talks to the situation rather than to the character or personality of the student when handling a problem.
3. The teacher expresses his or her true feelings and attitudes to students.
4. The teacher makes his or her expectations clear and explicit to students.
5. The teacher reinforces appropriate student behaviors.
6. The teacher trains students to perform leadership functions and shares leadership with them.
7. The teacher listens attentively to students.
8. The teacher accepts students as persons of worth.
9. The teacher does not behave in a punitive or threatening manner.
10. The teacher displays an awareness of what is going on in the classroom.
11. The teacher praises the accomplishments of the group.
12. The teacher uses expressions indicating that the students constitute a group of which he or she is a member.
13. The teacher elicits and accepts student expressions of feelings.
14. The teacher clearly communicates appropriate standards for student behavior.
15. The teacher clarifies the norms of the group.
16. The teacher provides students with opportunities to work cooperatively.
17. The teacher ignores inappropriate student behavior to the extent possible.
18. The teacher encourages the establishment of productive group norms.
19. The teacher does not ridicule or belittle students.
20. The teacher does not encourage student competition.
21. The teacher communicates an awareness of how students feel.
22. The teacher respects the rights of students.
23. The teacher accepts all student contributions.

24. The teacher guides students in practicing productive group norms.

25. The teacher encourages and supports individual and group problem solving.

26. The teacher provides students with opportunities to succeed.

27. The teacher removes students from rewarding situations or removes rewards from students in the event of misbehavior under certain circumstances.

28. The teacher initiates, sustains, and terminates classroom activities with smoothness.

29. The teacher directs attention toward the group rather than toward the individual during the general classroom activities.

30. The teacher allows students to experience the logical consequences of their behavior when physically safe to do so.

31. The teacher praises the accomplishment of the student rather than the student himself or herself.

32. The teacher accepts students and encourages students to be accepting of one another.

33. The teacher promotes group morale by helping students engage in total class activities.

34. The teacher makes use of "time out" to extinguish inappropriate student behavior.

35. The teacher uses nonverbal communication that supports and is congruent with his or her verbal communication.

36. The teacher promotes group unity.

37. The teacher encourages students to use time wisely.

38. The teacher trains students to behave appropriately in the teacher's absence.

39. The teacher displays the ability to attend to more than one issue at a time.

40. The teacher discusses issues with students rather than arguing with them.

41. The teacher accepts a productive level of noise in the classroom.

42. The teacher is nonjudgmental in discussing problem situations.

43. The teacher anticipates certain types of problems and works to prevent them.

44. The teacher respects student privacy.

45. The teacher treats students as persons capable of dealing with their own problems.

From "Classroom Management" by Wilford A. Weber in Classroom Teaching Skills: A Workbook, James M. Cooper, gen. ed. (Lexington, Mass.: D.C. Heath and Co., 1977), 237-239. Copyright @ 1977 by D. C. Heath and Co. Reprinted by permission of the publisher.

FILMS

Being - 21 minutes/color/1973/A.C.I. Films Inc.
A young man, paralyzed in both legs, confuses friendship for pity. (intermediate/secondary)

Child of the Universe - 30 minutes/color/1973/Robin Miller.
The fears and suspicions of the retarded. A commentary by parents of the mentally retarded and retarded adults in society. (intermediate/secondary)

The Curb Between Us - 15 minutes/color/1975/Arthur Barr Productions.
A disabled adolescent as he rebuilds his life after an accident. (intermediate/secondary)

A Day in the Life of Bonnie Consolo - 16½ minutes/color/1975/Arthur Barr Productions.
How a woman without arms manages her life, showing her ingenious self-sufficiency. (secondary)

Even Love Is Not Enough - color/1975/Parents Magazine Films, Inc.
A collection of four sets of filmstrips: Behavioral and Emotional Disabilities, Physical Disabilities, Intellectual Disabilities, and Educational and Language Disabilities. Each set contains five full-color filmstrips, either a long-playing record or cassettes, script books, and a discussion guide.

The Exceptional Child - 51 minutes/black and white/1967/BBC-Time-Life Films.
Bright to less gifted special students and how they cope in school. (secondary)

He Comes from Another Room - 28 minutes/color/1973/National Audiovisual Center.
The transition of two emotionally disturbed students to regular classes in the third grade. (secondary)

The Invisible Handicap - 15 minutes/color/1976/Carousel Films.
A "60 Minute" program on problems of learning disabilities. (intermediate/secondary)

Leo Beuerman - 13 minutes/color/1969/Centron.
How a man, physically handicapped since birth, overcame adversity; his philosophy of life. (intermediate/secondary)

Like Other People - 37 minutes/color/1973/Perennial Education.
A narration of the social, emotional, and sexual needs of physically handicapped young people. (secondary)

A Matter of Inconvenience - 10 minutes/color/1974/Stanfield House.
How blind and amputee individuals refuse to accept stereotypes. Illustrates the difference between a disability and a handicap. (intermediate/secondary)

Mimi - 12 minutes/black and white/1972/Billy Budd Films.
A young paralyzed woman's account of her life and how she relates to others. (intermediate/secondary)

Not Without Sight - 19 minutes/color/1973/American Foundation for the Blind.
Defines major types of visual impairments and their causes; shows the world through the eyes of several types. (intermediate/secondary)

Readin' and Writin' Ain't Everything - 26 minutes/color/1975/Stanfield House.
The personal accounts of young mentally retarded adults and three families with mentally retarded children; emphasizes the need for acceptance and understanding. (secondary)

Sit Down, Shut Up, or Get Out - 58 minutes/color/1971/Films, Inc.
A bright kid with behavior problems reacts with his parents/teacher/peers. (intermediate/secondary)

Some of Our Schoolmates are Blind - 20 minutes/color/1960/Hollywood Film Enterprises.
A public elementary school that includes blind students. (intermediate/secondary)

They Call Me Names - 22 minutes/color/1972/BFA Educational Media.
How mentally deficient young people perceive a world in which they are told they are "different." (intermediate/secondary)

Triumph of Christy Brown - 60 minutes/black and white/1971/Indiana University.
An Irish author and painter and the cerebral palsy handicap he overcame. (intermediate/secondary)

Cartwright, C. A., Cartwright, G. P., Ward, M. & Willoughby-Herb, S. (1981). Teachers of special learners. Belmont, California: Wadsworth Publishing Company, p. 120-122. Reprinted with permission.

SELECTED READINGS

Special Students in Regular Secondary Classes

Alley, G., & Deshler, D. *Teaching the learning disabled adolescent: Strategies and methods*. Denver, CO: Love Publishing Co., 1979.

Cohen, S. B., & Plaskon, S. P. Selecting a reading approach for the mainstreamed child. In C. H. Thomas and J. L. Thomas (Eds.), *Meeting the needs of the handicapped*. Phoenix: Oryx Press, 1980.

Cullinan, D., & Epstein, M. (Eds.). *Special education for adolescents: Issues and perspectives*. Columbus, OH: Charles E. Merrill, 1979.

Dodd, J. Mainstreaming. *English Journal*, 1980, 69(4), 51-55.

Gearhart, B. R., & Weishahn, M. W. *The handicapped child in the regular classroom* (2nd ed.). St. Louis: C. V. Mosby Co., 1980.

Herlihy, J. B., & Herlihy, M. J. (Eds.). *Mainstreaming in the social studies*. Washington, DC: National Council for the Social Studies, 1980.

Joker, M. L. Pilot models for mainstreaming secondary students who are mild to moderate behavior disordered. *Resource Teacher Manual*. Lincoln, NE: Nebraska State Department of Education, 1978.

Jordan, J. B. (Ed.). *Exceptional students in secondary schools*. Reston, VA: Council for Exceptional Children, 1978.

McHugh, N. English for the handicapped. In R. B. Shuman (Ed.), *Education in the 80's: English*. Washington, DC: National Education Association, 1981.

McNeal, B. *Springboards for writing*. Novato, CA: Academic Therapy Publications, 1979.

Pieper, E. J. Preparing children for a handicapped roommate. In C. Hawkins-Shepard (Ed.), *Making it work*, (pp. 50-53). Reston, VA: The Council for Exceptional Children, 1978.

Price, J. (Ed.). *Teaching handicapped students English: A resource handbook for K-12 teachers*. (Publication No. 51035). Urbana, IL: National Council of Teachers of English, 1981.

Pritchard, R. J., & Zambone, A. *Special students in regular writing classes*. Raleigh, NC: NCSU School of Education Dean's Grant, 1984.

Shaw, A. M., & Stevens, C. (Eds.). *Drama, theater, and the handicapped*. Washington, DC: American Theater Association, 1979.

Stroud, J. Selecting materials which promote understanding and acceptance of handicapped students. English Journal, 1981. 70(1), 49-52.

Thomas, E. Gosh! 103 Ways to build interest in secondary reading. Novato, CA: Academic Therapy Publications, 1981.

Turnbull, A. P., & Schultz, J. B. Mainstreaming handicapped students: A guide for the classroom teacher. Boston: Allyn and Bacon, Inc., 1979.

Wagener, E. H. Language arts for the visually impaired. In C. H. Thomas & J. L. Thomas (Eds.), Meeting the needs of the handicapped (pp. 250-252) Phoenix: Oryx Press, 1980.

Woodward, D. M., & Peters, D. J. The learning disabled adolescent. Rockville, MD: Aspen Systems Corporation, 1983.

PHYSICAL ENVIRONMENT

CONSIDERATIONS IN SCHEDULING

1. Having small classes - 4 to 5 students per resource class.

2. Allowing students in each resource class to have the same mainstream teachers when taking the same courses.

3. Grouping students in each resource class by grade or ability level - for example, four students who read poorly and need extra help, but are scattered among three eighth grade classes, should be in the same resource class.

4. Including special education teachers in preparation of the school's master schedule so that they can prevent future scheduling problems and represent special students' needs.

5. Scheduling special education teachers' off-periods around special students' resource schedules.

6. Not scheduling the school's one-period elective offerings concurrently.

7. Using special education teachers to select effective mainstream teachers for the students.

8. Notifying the mainstream teacher when schedules are complete so that the teacher has time to select materials and prepare individual assignments.

9. Balancing sections throughout the day. (If courses are taught on different levels, sections should be available in the morning as well as in the afternoon.)

10. Planning morning sections for vocational students, co-op students, and athletes.

11. Alternating academic courses with basic and college preparatory sections.

Wood, J. W. (1984). Adapting instruction for the mainstream. Columbus, Ohio: Merrill.

Checklist

AVOIDING PROBLEMS IN PLANNING MASTER SCHEDULE FOR MILDLY HANDICAPPED

	Yes	No
1. Include resource classes on the master schedule as a regular class offering.	____	____
2. Obtain input from resource teacher about: student groupings desired (ability and personality);	____	____
selection of regular teachers, especially teachers to be avoided; and	____	____
other individual needs of mildly handicapped students.	____	____
3. Obtain input from regular teachers about categories of students desired.	____	____
4. Obtain input from counselors or teachers about peers to be separated from each other because of discipline problems.	____	____
5. Obtain input from counselors or teachers about peers to be scheduled together for purpose of tutoring or assistance.	____	____
6. Obtain input from resource teacher about possible conflicts between student's request and IEP.	____	____

Wood, J. W. (1984). Adapting instruction for the mainstream. Columbus, Ohio: Merrill. Reprinted with permission.

INTER-RESOURCE SCHEDULING: PROBLEMS AND SOLUTIONS

Scheduling Problem	Suggested Solutions
Too much time traveling to room assignments	Provide core of teachers in one area of building to cut traveling to a minimum.
	Block resource students by grade levels so that only one grade group at a time moves to a new room.
	Assign resource teacher to a certain number of grades and locate the resource class within that grade cluster.
Movement of children during classes	Students go to resource or mainstreamed class during class change at secondary level and during subject changes at elementary level.
	Assign seats for special students entering mainstreamed class, thus eliminating confusion about where to sit.
	Make seating chart for each class period and quickly check for missing students.
Teachers cannot keep track of individual students	Use seating charts to check for missing students.
	Provide mainstreaming teachers with charts of classes and mainstreamed students in each class.
	Provide all regular teachers with a short check form: teacher checks period, lists of absent students, and dates form.
Consistency of approach jeopardized	Provide mainstreamed students with individual weekly schedules of services they will receive and location of services.
	Make younger children's schedule in picture form.
	For younger children, use small alarm clocks set for service times. Aides may reset clocks for students receiving numerous services. For example:

Scheduling Problem	Suggested Solutions
	1st 2nd 3rd 4th
	Reading Speech Math PT
Proliferation of specialists, resulting in splintered services and greater scheduling difficulties	Group students by IEP objectives. Deliver services in groups.
	Carefully plan schedules with children in mind. Assign specialists by age groups and/or IEP objectives.
	Collaborate with other schools, when necessary, to secure specialist services.
Holding children accountable for what they missed while receiving services elsewhere	Do not remove children from subjects that they will be responsible for later.
	Plan with mainstreamed teacher so that students are not behind when they return to classroom.
Not holding children accountable for what they missed while receiving services	Students should receive same content in resource so that they will not be behind when they return to regular classroom.
	Alternative grading, promotion, and/or graduation requirements may be necessary for students who continue to function below grade level.
Conflict between grouping in resource and individualizing to meet unique needs	Inform mainstreaming teachers how to meet handicapped student's needs individually and in groups.
	Assign projects to groups, making sure certain parts meet the special needs of handicapped students.
	Provide peer tutor for special student. Have peer tutor record the lesson. Then mainstreamed student can work independently at learning station.
	Individualizing for mainstreamed students does not differ from individualizing for regular students.

Scheduling Problem	Suggested Solutions
Sending special students to resource during class embarrasses them when they leave or return	Change classes when bell signals change for period.
	Never announce "It is time for you to go to resource."
	Consider resource just another class period.
	At the elementary level, send student to resource when other students are putting books away for next class.
Taking special students out of subjects they enjoy, such as art, music, physical education, assembly, etc., to go to resource	Allow special student to attend special subject areas. On days when special subjects are offered, arrange resource for different period.

Wood, J. W. (1984). Adapting instruction for the mainstream. Columbus, Ohio: Merrill.

SCHEDULING WITHIN THE MAINSTREAM

1. Before beginning a new task, give the mainstreamed student a warning. Simply announce to the class or to the mainstreamed student in private that in five minutes the old assignment will end and a new task will begin.

2. Give instructions in short, direct sentences.

3. List the instructions sequentially on the board.

4. Give a short handout to students so that they will know the expectations for the period.

5. Hand out written assignments, with expected date of completion, at the end of the period.

6. Be sure that the student understands all assignments.

7. Give a copy of the day's schedule and assignment to the resource teacher for reinforcement.

SPECIAL PROBLEMS IN GROUP WORK

Problems	Possible Solutions
Inattention to instructions	- Refuse to repeat directions. (Do this consistently.) - Make instructions brief, clear, and interactive. (Students do something in response to instruction, such as work the first problem together and check.) - Praise or reward good listeners. ("I like the way John is watching the board"; "I could tell that Sherry listened carefully because she knew what to do. I'm going to let her hold the book this time.")
Some dominate, others fail to get turns	- Go around the group in a predictable order so everyone gets a turn. Sometimes go backwards or start in middle so they don't anticipate their turn and listen only then. - Ask question first, then state name of child who is to answer. You can vary question difficulty according to student. - Pause after stating question to allow time for thinking and to prevent impulsive answers. (Set up a praise or point system to reward those who wait and penalize those who blurt out.)
Some finish group work too early	- Praise or reward accuracy rather than speed. - Have an alternate assignment for early finishers. (Print it on the board or hand them an additional task while they are in the group.) - Set up a "checking" chain, allowing each student who gets 100 percent to use work as answer key to check the work of the next one finished.

Problems	Possible Solutions
Dealing with disruption	- Ignore if not dangerous. - Restate rules: "I'll call on people when they wait quietly and raise their hands." (Then be consistent.) - Give choice: "You may sit in your chair or leave the group." (Be ready for a confrontration if you do this.) - Praise or reward those who do the right thing: "Charles, you're a superstar because Tom hit you and you didn't hit him back. That's great!"

From Teaching special needs students in regular classes, by C. V. Morsink.
Boston: Little, Brown and Company, 1984, 148-149. Reprinted with permission.

SPECIAL PROBLEMS IN INDIVIDUAL WORK

Problems	Possible Solutions
Off-task conversation	
Student says, "Guess what I did last night . . ."	- Ignore: Keep teaching and say, "We'll talk about that later." - Use conversation as reward for work completion. ("If you get all of these right, we'll just sit and talk for five minutes.")
Overdependence on teacher	
Student begs you to stay and help more.	- Use student tutor rather than adult. - Set a timer (egg timer, for example) to signal when you must leave. - Reduce complexity of assignment if student really can't do any of it alone. - Fade out attention by saying, "You do this one by yourself. I'll be back in one minute to see if you got it right." Praise when you return, then ask child to do two while you're gone, etc.
Careless performance	
Repeated errors (when student can do better)	- Say, "I'll be back to help you when I see that you're really trying." - Give an educational reward for accuracy. For example, let student check math problems with calculator after you see that performance has improved. - If this happens repeatedly, "charge" student for it. ("For every one you do wrong, you have to do an extra one - during play time.")

Problems	Possible Solutions
Poor recall	- Start new task with review of old material. This can be silent review as student waits for help. - Recall difficulties may indicate that the material is being presented too rapidly. Slow down presentation speed and give more opportunities for practice. - Present a challenge. ("Those problems we did yesterday were really hard." I'll bet you forgot how to do them . . .")

From *Teaching special needs students in regular classes*, by C. V. Morsink. Boston: Little, Brown and Company, 1984, 148. Reprinted with permission.

PEER TUTORING

The peer tutoring techniques that many teachers have been using recently are especially well suited to mainstream educational settings. Peer tutoring has many advantages; among them are:

1. It results in interaction between normal and handicapped children.
2. Children who have recently learned certain content themselves often have insights into how to teach it based on their learning experiences.
3. It makes learning less competitive and more cooperative.
4. It provides experiences in caring and being cared for, such as we hope to teach as part of living in a democracy.

Successful peer tutoring programs must be well planned. Teachers must decide:

1. How to choose the tutors and tutees (Will they be same-age or cross-age tutors?)
2. How to work the peer tutoring into the classroom schedule and space
3. How to train the tutors

Some potential problems that might arise with such a system are:

1. A child who always needs extra help may feel singled out.
2. The tutors may feel uneasy about assuming the role of "teacher."
3. The teacher may have difficulty keeping track of progress and problems during tutoring sessions.

Visit a classroom, obtain a copy of the schedule, and diagram the space and classroom arrangement. Develop a plan for peer tutoring that would be workable there. Include the three decision areas, but plan to avoid the three problem areas.

Visit a classroom in which peer tutoring is used. Write up your observations noting how that teacher deals with the three decision areas and three problem areas.

Cartwright, C. A., Cartwright, G. P., Ward, M. & Willoughby-Herb, S. (1981). Teachers of special learners. Belmont, California: Wadsworth Publishing Company. Reprinted with permission.

DISABILITIES QUIZ

Yes ______ 1. Is a person with a disability usually sick?
No ______
Not Sure ______

Yes ______ 2. Can a person who is blind go to the store?
No ______
Not Sure ______

Yes ______ 3. If someone can't talk, do you think he's retarded?
No ______
Not Sure ______

Yes ______ 4. Were people with disabilities born that way?
No ______
Not Sure ______

Yes ______ 5. Do you feel sorry for someone who is disabled?
No ______
Not Sure ______

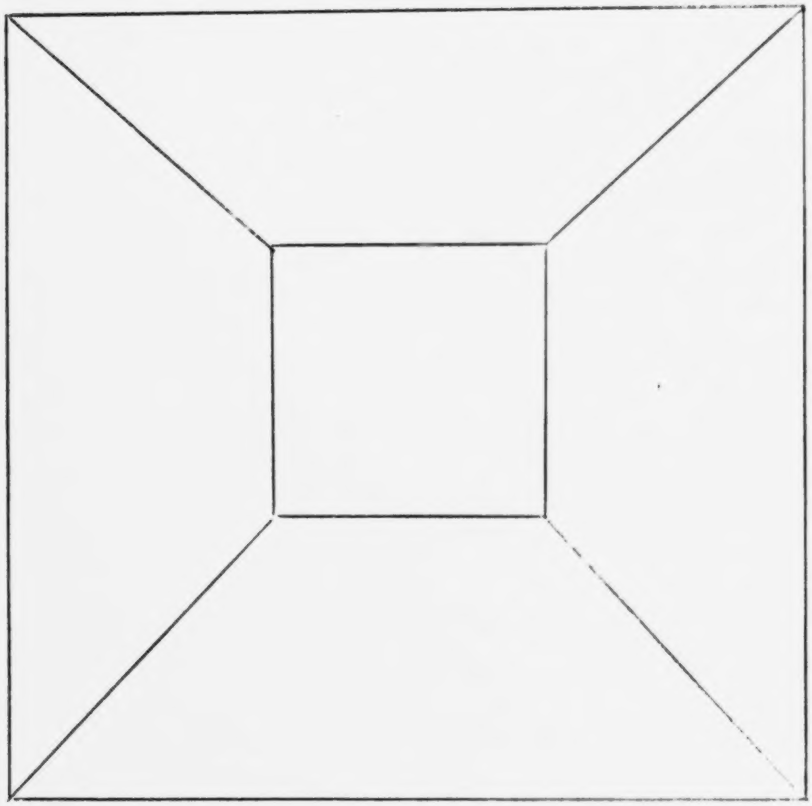
Yes ______ 6. Can blind people hear the same as other people?
No ______
Not Sure ______

Yes ______ 7. If a person is retarded, does it mean that he/she
No ______ will never grow up?
Not Sure ______

Yes ______ 8. Are all deaf people alike?
No ______
Not Sure ______

Yes ______ 9. Can a person in a wheelchair be a teacher?
No ______
Not Sure ______

Yes ______ 10. Do all children have a right to go to your school?
No ______
Not Sure ______



Affective Education Guidebook by Bob Eberle and Rosie Emery Hall.

FOUR OF A KIND

Big Ideas:

To provide a way for pupils to discover likenesses and differences among their classmates and in so doing to come to know them as distinct individuals.

To engage pupils in a "safe discussion" in which they feel free to expose their feelings about a number of things and in so doing call attention to themselves as unique individuals.

Unit Plan:

Form pupils into working groups of four. If necessary, "even it up" with groups of three or five persons. Each individual should have a marking pen or pencil. Each group should have a sheet of newsprint or other paper about 48 inches square or larger. One member of the group should draw the given diagram on the sheet of paper. (The diagram on the following page may be drawn on the chalkboard or reproduced on paper as a model.)

Instruct pupils as follows:

1. Each of you should be sitting so that you have a section of the diagram in front of you. Write your name along the edge of the section.
2. In the next fifteen minutes, do these things:
    a. Find four things that all of you like or dislike and make note of these things in the center square. For example, all of you may like country music or all of you may dislike peanut butter.
3. Each individual is to find four things about himself that is different from other members of the groups and note them in his section of the diagram. For example, you may be the only one that has four sisters or you may be the only one that has made a flight in a hot-air balloon.
4. Notation of likenesses and differences may take the form of symbols or drawings as well as word descriptions.

Caution that this activity will require a great deal of discussion. When one person is talking, others should pay close attention to what he is saying.

After each group has completed their notation, or after time has been called, time should be provided for the working groups to prepare a presentation to the class. The presentation should point-up the likenesses and differences represented on the diagram.

After presentations have been made, pupils may be called upon to answer the question, "What did you discover?"

All diagrams should be posted for a period of time.

ADAPTING THE FORMAT OF CONTENT

Lecture Outline

I. Student Cannot Complete Regular Class Assignment

  A. Adapting Assignments

    1. Difficulty of Assignments (handout)

    2. Types of Assignments

    3. Steps for Adaptations (handout)

  B. Standards of Learning (SOLs) (handout)

    1. Language Arts

    2. Mathematics

    3. Social Studies

    4. Science

    5. Health Education

    6. Vocational/Career Education

  C. Task Analysis

    1. Definition (handout)

    2. Examples of Task Analysis (handout)

    3. Rearranging Textbooks

  D. Teaching Students How to Learn

    1. Organizational Skills (handout)

    2. Learning Strategies

II. Student cannot Read on Grade Level (handout)

A. Ways to Adapt Textbooks/Reading Materials

1. Chapter Outline
2. Vocabulary
3. Color Coding
4. Chapter Questions
5. Taping Textbooks
6. Lower Reading Levels

B. Resources for Implementing Textbook Adaptations

Adapting the Format of Content

Judy W. Wood, Ph.D.
Project Director
Project TRAIN
(804) 367-1305

School of Education
Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284

Virginia Commonwealth University

Adapting the Format of Content

Developed by

Judy W. Wood, Ph.D.
Project Director

Kim Rush
Project Trainer

The development and dissemination of this institute was supported by the U.S. Department of Education, Division of Personnel Preparation, Special Education Programs Grant #G008530322.

Permission to use or reproduce this packet or portions of the packet should be obtained from Dr. Judy W. Wood.

@ Wood

Adapting the Format of Content

OBJECTIVES

The participant will be able to adapt assignments.

The participant will be able to define and complete a task analysis.

The participant will be able to adapt the format of content using the Standards of Learning (SOL) of selected subject areas.

The participant will be able to identify organizational skills and learning strategies to aid the handicapped learner.

The participant will be able to identify methods of adapting textbooks and other reading materials.

I. Student Cannot Complete Regular Class Assignment

ADAPTING ASSIGNMENTS

DIFFICULTY OF ASSIGNMENTS

1. Never assume that all handicapped students will complete the same quantity or do all of the regular class work just like everyone else. (If this were possible, the student probably would not be considered handicapped.)

2. Always assume that the assignment needs adapting so that the difficulty level will be reduced.

3. Never assume that all handicapped students will complete the same quantity of work as their peers do. They may have the skills but cannot do the masses of worksheets required of everyone else.

4. Always assume that the assignment needs to be broken down into small sequential steps.

5. Always assume that teaching must start at the first step in the sequence.

6. Never assume that a mildly handicapped student has copied the assignment from the board to the assignment booklet correctly.

7. Make copies of the assignments for a week and give both the student and the resource teacher a copy.

Steps for Adapting Assignments

1. Always assess the assignment for the appropriate instructional level.
2. Use feedback from assessment to dictate the amount and area of adaptations.
3. Relate all activities within an assignment directly to the objectives of the assignment.
4. Make all activities within an assignment sequential; that is, each activity builds on the previous activity.
5. Use short practice periods instead of long practices to reinforce an objective.
6. Orient students to the major points of the assignment. For example, underline main ideas, list main ideas on the board, color code the topics to be studied, or give a lecture outline.
7. Be sure the student understands the assignment.
8. Provide an assignment sheet for the student to use.
9. See that the special education teacher has a copy of all assignments.
10. In whatever area the assignment is occurring, consistently modify the teaching techniques, and media used, as well as the content.

STANDARDS OF LEARNING (SOLs)

ADAPTING THE PRESENTATION OF ACADEMIC CONTENT

Judy W. Wood
Kim W. Rush

Changing the presentation of a lesson can make the difference between mastery or failure.

Frequently, the mainstreamed learning disabled student can master the academic content presented in regular language arts classes. However, learning will be easier when alternative ways of presenting language arts content become standard procedure in regular classrooms. For example, in teaching English grammar, teachers carefully follow this conventional method. Their success may depend on the teacher's ability to adapt or modify the presentation of content. A discussion of typical problems follows, with some ideas for ways to adapt presentation of content.

Regular Class Assignments

Regular class teachers often become concerned when learning disabled students cannot complete in-class or homework assignments. According to Wood (1984), the regular class teacher should ask the following questions about the mainstreamed student when she sees that the student is having difficulty with class assignments.

1. Does the student have the skills to complete the required task?

2. If not, does the student have the prerequisite skills for beginning the required task?
3. Does instruction begin at the student's functioning level?
4. Has the student's learning style been determined?

If the teacher can answer affirmatively to these questions and the student still has trouble completing the task, then adaptations need to be made in the presentation of academic content. To modify the presentation of content for more effective class instruction, teachers might try the following suggestions in examining the major skill areas of oral language, reading, writing and language process/grammar.

Adaptations for Oral Language

Activity. Participating in oral classroom discussion

Adaptation. To assist with listening to questions and giving appropriate answers, allow student to use a tape recorder. Tape questions with pauses for the student to respond. This gives the student a chance to play back the question and organize his answer. As the student becomes more comfortable with oral discussions, perhaps taping could be faded.

Activity. Giving oral reports

Adaptation. Allow students giving oral reports or speeches to use prompts, such as cards, posters, or visual models. Reports could also be presented with puppets or in costumes.

Activity. Storytelling

Adaptation. For storytelling activities, provide "story starters" for students who have trouble with original ideas. Allow students to tape stories to help with formulating ideas or for presentation purposes.

Activity. Plays

Adaptation. When reading plays, allow students with visual tracking difficulties to code or highlight their lines.

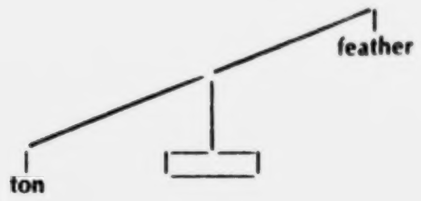
Adaptations for Reading

Activity. Comprehension

Adaptation. With activities in which the student is reading for comprehension information, highlight who, what, when, where, etc., questions in different colors. For example, highlight "where" questions in yellow, "who" questions in blue, etc.

Activity. Understanding idioms

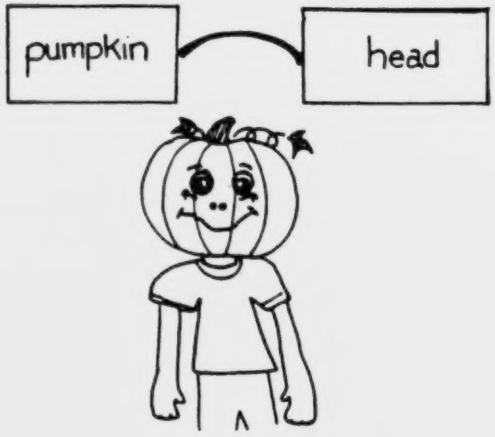
Adaptation. Ask students who are having trouble reading and understanding idioms to demonstrate in concrete illustrations.



Example: He weighed his words.

Activity. Understanding compound words

Adaptation. For students who are having trouble reading and understanding compound words, present the following activity: Provide cards with individual words and have the student select two. Put these two words together or exchange with a friend. Nonsensical words can be created and drawings or magazine pictures used to illustrate the new compound word.



Activity. Free reading time

Adaptation. After years of reading failure, students become "turned off" to reading. Therefore, it is up to the teacher to find reading material that is interesting, acceptable, and enjoyable. Here is a list of motivators for reluctant readers:

- Joke and riddle books
- Album jackets
- Comic strips
- Travel brochures
- TV schedules
- Advertisements
- Telephone book—Yellow Pages
- Society columns—Dear Abby
- Sports page
- First Aid books
- Magazines
- Greeting cards
- Comic books
- Tongue twisters
- Transportation schedules
- Catalogues
- Classified ads
- Cook books
- Biographies
- How-to books
- State Department Driver's Education Manual

Activity. Making predictions and drawing conclusions

Adaptation. This skill may be modified by (1) reading the passage to the students and (2) presenting several choices of outcomes from which the student selects the correct answer.

Activity. Reading graphs and maps

Adaptation. Teach students to read and understand graphs and maps by using high interest information on the graph or map. (Example: favorite TV shows.)

Adaptations for Writing

Activity. Finding reference materials

Adaptation. Teach students to use a variety of reference materials. Provide a list and map that shows the location of these items in the library.

Activity. Collecting reference information

Adaptation. Give student a reference check worksheet to help keep track of reference information (see Figure 1).

FIGURE 1
Reference Check Worksheet

Book

Author: ____________________

Date: ____________________

Title of Book: ____________________

Edition: ____________________

Place of Publication: ____________________

Name of Publishing Company: ____________________

Magazine/Journal

Author: ____________________

Date of Magazine/Journal: ____________________

Title of Article: ____________________

Name of Magazine/Journal: ____________________

Volume Number: ____________________

Magazine/Journal Number: ____________________

Page Number: ____________________

Activity. Organizing research material

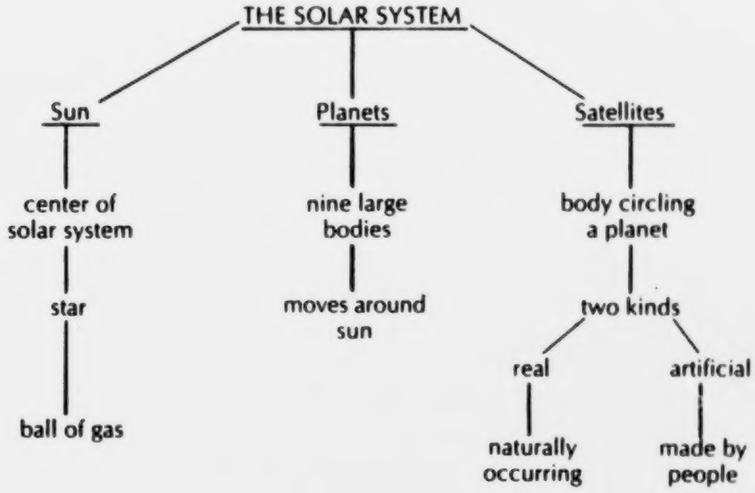
Adaptation. Figure 2 presents ways to help mainstreamed students organize their research material into a more visual outline by using a graphic organizer.

FIGURE 2
Graphic Organizer

Steps in Developing the Graphic Organizer

1. List the topic to be researched on the first line.
2. After reading or taking notes on topic, divide information into major headings.
3. On index cards, list all words which represent the major headings.
4. Organize words into major areas.
5. Place words under appropriate subheading.
6. Place the words into the organizer format.

Graphic Organizer


THE SOLAR SYSTEM
Sun
Planets
Satellites
center of solar system
star
ball of gas
nine large bodies
moves around sun
body circling a planet
two kinds
real
artificial
naturally occurring
made by people

Activity. Writing a business letter

Adaptation. Provide students with a visual model with lines to be filled in with the appropriate parts of the letter. This prompt can be faded by providing dotted lines in place of the solid lines. Figure 3 presents the business letter adaptation.

FIGURE 3
Model for Adapting the Business Letter Format

Business Letter

Your ____________
Address ____________
____

Address ____________
of ____________
Business ____________

Greeting ____________

Body ____________________________________
____
____
____
____
____
____

Closing ____________
Signature ____________

Activity. Creative writing

Adaptation. As a teacher, don't be overly critical of grammatical errors in creative writing activities. Be concerned with the creativity, praise the efforts, and provide assistance with rewriting.

Adaptations for Language Process/Grammar

Activity. Understanding the four kinds of sentences

Adaptation. Provide a basic sentence key to be used when the task is identifying sentences. The key consists of four cards containing the type of sentence on one side and an example on the back.

Question ?	What time is it?	Exclamation !	Watch your step!
Front	Back	Front	Back

Activity. Punctuation

Adaptation. Using newspaper cartoons, replace the cartoon bubbles with assigned sentences and allow student to punctuate.

Activity. Organization

Adaptation. Organize the student's schedule with a desk calendar in which important dates are posted.

Summary

Creativity, versatility, and innovation are three prerequisites to good teaching. These attributes are also needed in adapting the presentation of content. Often, in a regular classroom, adaptations can be a form of instruction for the mainstreamed student and reinforcement for the rest of the class. Changing the presentation of a lesson can make the difference between mastery or failure.

References

Wood, J.W. 1984. *Adapting instruction for the mainstream.* Columbus, OH: Charles E. Merrill.

Judy W. Wood, PhD, is an associate professor in the School of Education, Virginia Commonwealth University, Oliver Hall South, 1015 West Main Street, Richmond, VA 23284-0001.

CHECKSHEET FOR WRITING

Frequently, mildly mentally handicapped students need assistance in organizing reference material. Listed below are three self-help suggestions which teachers can use to help the student experience more success when writing.

A reference check worksheet will help young writers to keep track of references. Provide the student with several reference check worksheets so that they may record the reference information as they research their project. You may want to give the student a separate form for books and one for magazines/journals.

The graphic organizer is used to organize content material into a visual outline for the writer. It helps the writer to stay on the topics and not to add unnecessary material. Most students will need assistance in learning how to use their learning strategy. The steps are simple and after instruction and/or help in completing the organizer, writing becomes a tangible construct. Have the student list his topic to be researched on the first line. After reading on the subject and/or taking notes on the topic, divide the information into major headings. On index cards, list all words which represent each of the major headings. Organize the words into major area (i.e., what, location, description, etc.) and place the words under the appropriate subheading. Place the words into the organizer format.

Finally, a proofreading checklist is wonderful in helping the student feel that he/she "has covered all the bases." With this, the writer checks off each requirement as it is completed. The student will not have to worry about leaving out an important item. The novice writer can feel more confident knowing that he has performed each step.

REFERENCE CHECK WORKSHEET

Book

Author: ______________________________

Date: ______________________________

Title of Book: ______________________________

Edition: ______________________________

Place of Publication: ______________________________

Name of Publishing Company: ______________________________

Magazine/Journal

Author: ______________________________

Date of Magazine/Journal: ______________________________

Title of Article: ______________________________

Name of Magazine/Journal: ______________________________

Volume Number: ______________________________

Magazine/Journal Number: ______________________________

Page Number: ______________________________

Wood, J. W. & Rush, K. W. *Adapting the Format of Content*. In press.

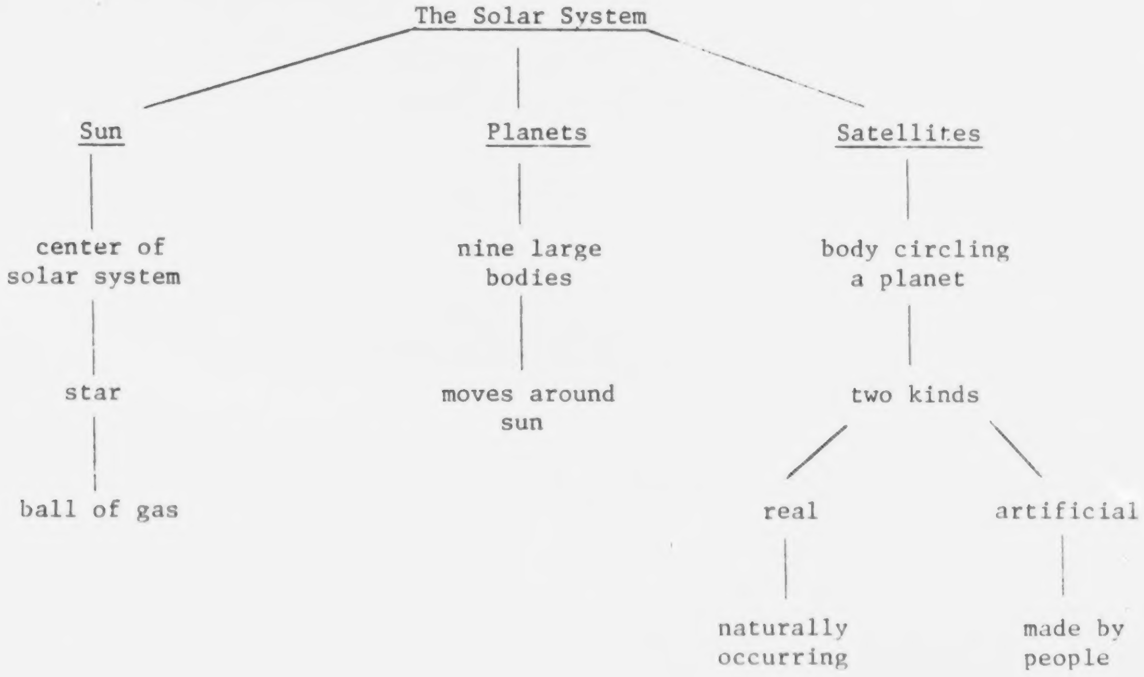
GRAPHIC ORGANIZER

Definition: A method of organizing research material into a visual outline.

Steps in Developing the Graphic Organizer

1. List the topic to be researched on the first line.
2. After reading or taking notes on topic, divide information into major headings.
3. On index cards, list all words which represent the major headings.
4. Organize words into major areas.
5. Place words under appropriate subheading.
6. Place the words into the organizer format.

Example of a Graphic Organizer


The Solar System
Sun
Planets
Satellites
center of solar system
star
ball of gas
nine large bodies
moves around sun
body circling a planet
two kinds
real
naturally occurring
artificial
made by people

Wood, J. W. & Rush, K. W. Adapting the Format of Content. In press.

PROOFREADING CHECKLIST

Form

_____ 1. I have a title page with centered title, subject, class, name and date.

_____ 2. I have a thesis statement telling the main idea of my paper.

_____ 3. I have an outline that structures the major topics and minor subheadings.

_____ 4. I have footnoted direct quotes and paraphrased material.

_____ 5. I have made a footnote page using correct form.

_____ 6. I have made a bibliography, using correct form, of all reference materials.

Grammar

_____ 1. I have begun all sentences with capital letters.

_____ 2. I have put a period at the end of each sentence and a question mark at the end of questions.

_____ 3. I have used other punctuation marks correctly.

_____ 4. I have checked words for misspelling.

_____ 5. I have reread sentences for correct noun-verb agreement and awkward phrasing.

_____ 6. I have checked all sentences to be sure each is complete.

Content

_____ 1. I have followed my outline.

_____ 2. I have covered each topic from my outline thoroughly and in order.

_____ 3. Each paragraph has a topic sentence.

_____ 4. The paper has an introduction.

_____ 5. The paper has a conclusion.

_____ 6. I have proven my thesis statement.

Wood, J. W. & Rush, K. W. Adapting the Format of Content. In Press.

A SEQUENTIAL APPROACH TO WRITING

1. Student should select material on his independent functioning level.
2. Student should be able to locate and comprehend reference materials.
3. Student will decide what information is appropriate to assigned topic.
4. Student will take notes from reference material.
5. Student will read to answer topic questions.
6. Student will organize notes and their sources.
7. Student will outline topic information before writing.
8. Student will reference quotes and footnotes correctly.
9. Student will write simple sentences.
10. Student will organize a simple paragraph.
11. Student will use simple syntax and spell adequately.
12. Student will complete writing assignment independently.
13. Student will complete assignment within a deadline.

Wood, J. W. & Rush, K. W. Adapting the Format of Content. In press.

MOTIVATION MATERIALS FOR THE RELUCTANT READER

After years of reading failure, students become "turned off" to reading. Therefore, it is up to the teacher to find reading material that interests these individuals enough to find reading acceptable and enjoyable. Here is a list of motivators for reluctant readers:

- Joke and Riddle books
- Album jackets
- Comic strips
- Travel brochures
- TV schedules
- Advertisements
- Telephone books-Yellow Pages
- Society columns - Dear Abby
- Sports page
- Record books
- First Aid books
- Magazines
- Greeting cards
- Comic books
- Tongue twisters
- Transportation schedules
- Catalogues
- Classified ads
- Cook books
- Biographies
- How-to books
- State Dept. Driver's Ed. Manual

Wood, J. W. & Rush, K. W. *Adapting the Format of Content*. In press.

ALTERNATIVES TO WRITING BOOK REPORTS

1. Book jacket or bookmark: Illustrate a cover for the book or design a bookmark with characters or setting from the book.
2. News report: Summarize the book by writing a news report as if the events in the story actually took place. Pretend to be a TV anchorperson and give the report.
3. Ending rewrite: Give the book a new ending. Pursue different ways the story could have ended.
4. Advertisement: Dress and act as a character from the book and "sell" the book to the class.
5. Write the author: All authors can be written to by mailing in care of the publisher. Students should make comments about books read.
6. Poetry: Summarize a book by retelling in poetry form.
7. Character journal: Write a journal portraying a character from the book. The journal should be written in first person and describe the character's thoughts, feelings, and ideas.
8. Plays: Rewrite the book in play form. For longer stories, take a chapter or chapters and just write an "act" or "scene" of the play.
9. Models: Make a model of the setting or characters from the book.
10. Bulletin board: Use classroom bulletin board to describe and display setting, characters, and theme of the book.
11. Map: Draw map of story setting to show story action. Use map as a prop when discussing the book.
12. Life-size posters: Make life-size characters to use as props when Presenting oral book report.
13. Letter: Write a letter telling a friend about the book. Describe setting, characters, and plot.
14. Comic book: Summarize the book in the form of a comic book. This would be a good idea for unmotivated readers who are very interested in drawing and art.
15. Oral or taped presentation: This is an easy alternative to written reports. With taped reports, sound effects can be added to interest the audience.
16. Condensed book: Write and illustrate a short synopsis of the book. This would be similar to what certain magazines do to advertise a book.

17. Illustrations: Draw main characters, setting, or climactic scene from book.

18. Panel discussion: For those reporting on the same book, form a panel and have a question and answer period.

19. Demonstration: For "how-to" books, student could demonstrate what was learned. Ex., cake decorating - bring in a cake and show steps in decorating.

20. Time line: Draw a time line of events as they happened in the story. Illustrations may be added to explain events in the story.

Adapted from:

Mosby, R. J. (1977). Developmental by-pass and techniques for teaching the secondary learning disabled student. Missouri: Franklin County Special Education Cooperative Union.

TASK ANALYSIS

TASK ANALYSIS

Definition: Task analysis is a sequential breakdown of each task required to complete a skill.

Steps in Developing a Task Analysis:

- Select and state the instructional objective.
- Complete the skill yourself or have a friend do the skill.
- List all of the steps which are necessary to complete the objective.
- Put the steps into sequential order.
- Eliminate all unnecessary and/or repeated steps.
- Determine the entry level skills.

TASK ANALYSIS: DICTIONARY USE

TA-1 Given 5 books, including a dictionary, the student will point to and state the function of the dictionary.

TA-2 Given directions to say the alphabet, the student will recite it in proper sequence.

TA-3 Given a random selection of ten letters, the student will arrange them in alphabetical order.

TA-4 Given a list of not more than ten words, beginning with different letters, the student will write the words in alphabetical order.

TA-5 Given a list of not more than ten words, beginning with the same first letters, the student will write the words in alphabetical order.

TA-6 Given a list of not more than ten words beginning with the same first two letters, the student will write the words in alphabetical order.

TA-7 Shown a dictionary page, the student will point to and state the function of the guide words.

TA-8 Shown a dictionary page, the student will point to and state the function of the entry words.

TA-9 Given oral directions to state the meaning of the word "definition", the student will do so.

TA-10 Given a list of 2 guide words and a list of entry words, the student will write those entry words that come between the two guide words.

TA-11 Given a list of entry words and a dictionary, the student will write the page number on which the entry word is found.

TA-12 Shown an entry word in a dictionary, the student will state the number of definitions listed for that word.

TA-13 Given a list of entry words and a dictionary, the student will find the words and write definitions for each word.

TA-14 Given a sentence containing a specific word, student will write the definition of the word as used in that sentence; (i.e., He lost the match), (p. 10).

Note: From "Reading Competency #6a-Gets Information From Resource Material: Dictionary" in Basic Skills Sequence in English (Montpelier, Vt.: Vermont State Department of Education, Division of Special Education and Pupil Personnel Services), 10. Copyright by Vermont State Department of Education, Division of Special Education and Pupil Personnel Services. Reprinted by permission.

TEACHING STUDENTS HOW TO LEARN

ORGANIZATIONAL SKILLS FOR HANDICAPPED LEARNERS

1. Mildly handicapped learners need consistency, therefore teachers should establish a daily routine in their classroom.

2. Make sure student's work area is clear of unnecessary material that may be distracting.

3. Have students keep an assignment notebook and calendar of future assignments. This teaches students organization and responsibility.

4. Have review time at the beginning of the period to relate previous information to present lecture. Also, allow time at the end of the period to summarize and answer questions. This ties the lesson together.

5. When assigning projects, provide samples of finished projects along with directions for guidance.

6. Be consistent in posting homework assignments. Choose a particular portion of the board to write this information.

7. Keep a list of class and homework assignments for students to check periodically.

8. Always tell students about changes in routine or schedules, so they will know what to expect.

9. Establish a procedure to prevent misplacement of assignments. Have students place completed work in folders, trays, notebooks, etc.

10. Keep directions short and simple and write them on the board, so students can refer to them.

11. Provide a regular schedule of "cleaning house"--desks, lockers, storage areas--to help students with organization.

12. Use asterisks or circles to distinguish questions requiring an implied fact. This will keep students from wasting time trying to find exact answers in the book.

13. Provide or help student with a materials checklist of items needed for class.

14. Teach students an organized approach to reading, for example the SQ3R approach:

    Survey
    Question
    Reading
    Recalling
    Reviewing

Adapted from: Graves, D. et. al (1986). Reasonable accommodations for students with organizational problems. The Pointer, 31 (1), 8-11.

II. Student Cannot Read on Grade Level

The Clearing House is published by Heldref Publications,
4000 Albemarle St., N.W., Washington, DC 20016.

Adapting Textbooks

JUDY W. WOOD and JOHN A. WOOLEY

Give Johnny a text, tell him to turn to page 10, and watch his face as it slowly reflects the pain of failure. This is a common occurrence in classrooms across the nation. The discouraging aspect is not only that Johnny cannot read, but that he will spend another year of his life struggling with a textbook, facing daily failure for the 180 days of the school year.

The problem of students being unable to read the required textbooks is increasing. To help alleviate this concern, this two-part article presents ideas for adapting the classroom textbook for the mainstreamed student. The first section presents ways of adapting the textbook content for studying. The second section presents suggestions for finding resources for implementing the adaptations.

Adapting Content for Studying

Due to the volume of work presented, many students become failure oriented even before attempting the task. Teachers can reverse this trend by examining and prioritizing what the student is to learn. Only vital information should be taught. Ask yourself, "Is this something the student must retain next year or five years from now?" If the answer is yes, teach it. If the answer is no, rank it low on the priorities list.

After you have decided that the material is relevant to the student's educational plan, there are several ways to adapt the textbook for studying purposes. These include providing chapter outlines, adapting chapter questions, adapting vocabulary, lowering reading levels, taping textbooks, and color coding textbooks.

Chapter Outlines

This technique consists of extracting the major points from a chapter and placing them in an outline form. Depending on the severity of the learning disability, the outline may range from just the major headings to a complete summary of important facts, vocabulary words, and definitions included in the chapter. For the lower grades, the chapter outline may include sections rewritten for lower readability. For the secondary grades, including concepts rewritten in short simple forms may be helpful.

Questions can be a constant source of irritation for the learning disabled or slow learner.

The chapter outline may be used on the overhead projector or handed out to students. Outlining the chapter can be learned gradually by the student as a study method.

Chapter Questions

Questions can be a constant source of irritation for the learning disabled or slow learner. Fortunately, there are many techniques available that can relieve this irritation. Some of the more common methods include: asking fewer questions; rewording the questions in easier terms; avoiding essay questions; utilizing matching, true or false, and multiple choice questions; or allowing more time for response. If these options do not assist you in making necessary adaptations, you may want to try one or more of the following options for adapting the chapter questions in textbooks.

- Make a study list of all questions as they occur, either within the context of the chapter or at the end of the chapter. Provide the correct answer and the page number where the answer can be found within the chapter. This technique reduces memory load for the student.

Dr. Wood is an associate professor of education at Virginia Commonwealth University in Richmond. Mr. Wooley is a special education consultant, also at Virginia Commonwealth University. The development and dissemination of this paper was partially supported by the U.S. Department of Education, Division of Personnel Preparation, Special Education Programs Grants #G008200309 and #G007900918.

- Record questions for each chapter on tape. Give the page number, state the question, and state the correct answer.
- List questions with corresponding text page number from each chapter on a worksheet. Provide space for student response. Beside the corresponding question within each chapter, place the page number where the correct response can be found. On the page where the correct response is found, place the number of the question to be answered beside the paragraph containing the response. Color code (underline) the correct answer.
- Using the procedures above, omit the color code underline and substitute brackets placed around a small section of material where the correct response occurs.
- Using the procedure above, omit the brackets.
- Beside the corresponding question within each chapter, place the page number where the correct response can be found. On the page where the correct response occurs, place the number of the question to be answered beside the heading in which the answer can be found.
- Provide leading questions at the beginning of a section or topic area so as to direct the student toward the main idea and important facts, or to observe feelings and emotions.

Adapting Vocabulary

Assisting the learning disabled or slow learner in learning the vocabulary provides for better acquisition of learning as well as for retention of new words. The following are several techniques for adapting the textbook's vocabulary.

- Extract all bold-faced, italicized, or new concept words from the chapter. The words should be listed in the order they occur within the chapter. The corresponding page number can be recorded to the left of the word.
- Place all vocabulary words for each chapter on 3″ × 5″ cards. File in card box by chapter.
- Place a copy of the words on 3″ × 5″ cards and file in alphabetical order.
- Record the vocabulary words for each chapter, following this procedure:
  a. State the word and page number where the word may be found initially; restate the word.
  b. State the definition of the word.

Lowering Reading Levels

The statewide adoption system for textbooks may be beneficial to our pocketbooks, but is it beneficial to our students? It seems that when the state mass-purchases textbooks it assumes that everyone in a certain grade level is able to read and comprehend at that textbook's readability level. Unfortunately, this is seldom the case. The higher the grade level of the class, the greater the variance in reading ability. A general rule of thumb for predicting this variance is to take the chronological age of the average student and multiply by ⅔ (example: 6th grade = 12 years of age × ⅔ = 8). This will give you the typical grade level reading span of your class. Using the example of 12 years of age or sixth grade, you would have reading levels in your class from second through tenth grade. Common sense tells us that a good percentage of our class will not be on the grade level of the textbooks that we use.

Common sense tells us that a good percentage of our class will not be on the grade level of the textbooks that we use.

Although many of the instructional materials found in the regular education classroom will not coincide with the reading ability of the slow learner or mainstreamed student, the modifications needed to increase the readability are not difficult to achieve. There are three factors that should be considered in reducing the reading level of these materials: vocabulary, sentence and paragraph construction, and physical format. With all three factors, a general rule holds true. The more complex the structure or the more abstract the concept, the higher the needed reading level will be.

Vocabulary—Prefixes and suffixes add to complexity. Latin roots increase abstraction. To increase readability:

1. Introduce new terms and concepts slowly and allow lots of practice before introducing the next new term.
   Example: An *atom* contains particles of matter called *electrons*, *protons*, and *neutrons*.
   Modification: An *atom* is often described as "the smallest particle of an element." You know that an *atom* is matter. It has mass and takes up space. . . .
2. Use synonyms of a lower order in place of complex words. Care should be taken to avoid losing the writer's intent.
   Example: We should not adjudicate the theological praxis of aught categorizations of homo sapiens to be factious.

Modification: We should not judge the religious customs of any group of humans to be silly.

3. Make a slight revision, add an insertion, or completely rewrite. Again, care should be taken to avoid losing the writer's intent. It may be necessary to add an extra phrase, sentence, or even a paragraph in order to make an abstract concept more clear.
   Example: Milk that has been pasteurized is considered safer for you.
   Modification: Milk that has been pasteurized (heated to 140–155 degrees) is considered safer for you. (Heating kills the bacteria in the milk.)
4. Nominalization should be avoided. Nominalizations transform verbs and modifiers into nouns, which usually results in abstract meanings.
   Example: The praising of his song made him happy.
   Modification: He was happy that they praised his song.
5. Avoid overdirecting.
   Example: When you see an *, stop the tape, for this is going to act as a stop sign for you, and you know that a stop sign or a red light means you have to stop.
   Modification: Stop the tape when you see an *.

Sentence and paragraph construction—Excess punctuation (commas, semicolons, and slashes) indicates complexity in sentences and paragraphs. To increase readability:

1. Break sentence into smaller units of thought.
   Example: In ancient Egypt, similar tastes for cool beverages developed, but a different solution was forthcoming since a more temperate climate kept Egypt ice-free even in winter.
   Modification: The people of ancient Egypt also liked cool beverages. However, the warmer climate kept Egypt ice-free even in winter. A different solution was needed.
2. Use conversational narrative.
   Example: The dearth of leadership exhibited in this project was reflected in the tendency of the managers to address implementation problems in an ad hoc manner.
   Modification: The lack of leadership in this project was shown by the way the managers did not plan for possible problems.
3. Avoid irrelevant words, phrases, and sentences.
   Example: Lincoln was shot in the head at the Ford Theatre in Washington, D.C., by John Wilkes Booth, an out-of-work actor.
   Modification: Lincoln was shot at the Ford Theatre by John Wilkes Booth.
4. A slight revision may lead to clarity.
   Example: In the upper atmosphere, great numbers of ions are present, hence the name ionosphere.
   Modification: The name *ionosphere* comes from the presence of great numbers of ions in the upper atmosphere.
5. Retain grammatical markers. Words such as "because," "if," "before," and "after" imply a cause and effect relationship and should not be deleted.
   Example: The engine failed. The plane crashed.
   Modification: Because the engine failed, the plane crashed.
6. Readability is increased if the topic sentence is the initial sentence in a paragraph.
   Example: The issue of slavery was important to the South, but there were other factors involved including states' rights vs. federal rights, the commercial interests of the plantation vs. manufacturing concerns, and international vs. intranational trade. All contributed to the friction between the North and South. The Civil War was brought about by many factors.
   Modifications: There were many reasons for the Civil War. The issue of slavery was important to the South, but there were other factors involved, including states' rights vs. federal rights, the commercial interests of the plantation vs. manufacturing concerns, and international vs. intranational trade. All contributed to the friction between the North and South.

Physical format—There is no formula for measuring the effect of format on readability, but it should be taken into consideration. To increase readability:

1. Use large type or lettering with adequate spacing.
   Example: How now brown cow.
   Modification: HOW NOW BROWN COW.
2. Use illustrations that teach and do not distract. Keep them simple.
3. Notice quality of copy—many children are "purple" blind, so avoid this type of copy.
4. If it won't fly, don't hand it out. Extensive handouts and/or heavy textbooks can overwhelm a student before the lesson ever begins.

Color-Coded Textbooks

Remember those first days of college classes when there was a mad scramble at the bookstore for texts that had been highlighted the previous semester? Color coding is based on the same principle as the highlighting. It not only helps students organize what they are to learn, it also helps to prioritize the learning. As stated earlier, you should ask yourself, "Is this something the student must retain next year or five years from now?" If the answer is yes, color code it.

The procedure, although time consuming, is relatively simple. The only materials you need are highlighter pens in 3 distinctly different colors and the textbook. The first color is used to highlight key work (new terms or concepts). The second color is used for definitions, and the third is keyed to important facts and information. Colors should be standardized throughout a school to avoid confusion, and a key to the color scheme should be posted in the room as well as in the front of the book.

With the less able reader, color coding may be tied in with chapter outlines, study guides, leading questions, or end of chapter questions. Be careful of over-highlighting; stick to main ideas and information you wish to be retained.

Taping Textbooks

When students follow in their texts while listening to the same material on a recording, they are utilizing two of the most receptive channels (visual and auditory), thereby greatly increasing their chances of retention. Tape recordings of instructional materials should not be limited to blind or physically handicapped students, for they can prove beneficial to most low ability reading students.

The advantage of color coding and increasing readability can also be found with taping in that the teacher can add an insertion for clarification, can summarize, or can omit irrelevant material as needed. Teachers should code the textbooks when the tape does not follow the written text.

If you do not like how you sound on tape, you might consider commercial tapes from the following sources:

National Library Service for the Blind and Physically Handicapped
Library of Congress
1291 Taylor Street, N.W.
Washington, DC 20542
(202) 287-5100

American Printing House for the Blind (APHB)
1839 Frankfort Avenue
Louisville, KY 40206-0085
(502) 895-2405

Franklin County Special Education Cooperative
Angela Donahue, Media Coordinator
Box 44
Union, MO 63084
(314) 583-8936

The last source offers a recording service. This allows the teacher to revamp the textbook as needed.

Resources for Implementing Textbook Adaptations

One of the greatest concerns of educators is how to prepare adapted materials. The following are resources that assist in preparing and implementing the textbook adaptations:

- Check with your school's clubs to see if they will take on the textbook adaptations as a yearly project.
- If several teachers are using the same textbook, divide the techniques up so that one person will have to prepare only a small proportion. For example, one teacher may adapt the vocabulary, one the questions, etc.
- As students complete the questions and answers, use their papers for preparing study guides.
- In faculty meetings, share ideas on ways the adaptations may be completed.
- Assign aides to the task.
- Ask local parent volunteers and/or support groups to assist in the project.
- Consult with your special education teacher about groups that are willing to assist with projects for special students.

Providing adapted textbooks paves the way for a more appropriate education for the special student in the mainstream. Using these simple suggestions opens the door to learning and helps shut the door to frustration.

ADAPTING MEDIA

Lecture Outline

I. Visual Media
   A. Adaptations for the Overhead Projector (handout)
   B. Bulletin Boards
      1. Types (handout)
         a. The Language Involvement Bulletin Board
         b. The Slide-Study Bulletin Board
         c. Auditory-Action Bulletin Board
         d. Lift Panel Bulletin Board
         e. Sentence Strip Bulletin Board
      2. Student Interaction

II. Audio Media (tape recorder)
   A. Advantages of Audio Media for Special Needs Students
   B. Adaptations for the Tape Recorder (handout)
   C. The Recording Marking System

III. Other Media
   A. The Chalkboard
      1. Uses of the Chalkboard (handout)
      2. Adaptations for Chalkboard Notetaking
      3. Notes Taken from Lecture
   B. Videotape Suggestions (handout)

Adapting Media

Judy W. Wood, Ph.D.
Project Director
Project TRAIN
(804) 367-1305

School of Education
Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284

Virginia Commonwealth University

Adapting Media

Developed by

Judy W. Wood, Ph.D.
Project Director

Beatrice White
Project Coordinator

Kim Rush
Project Trainer

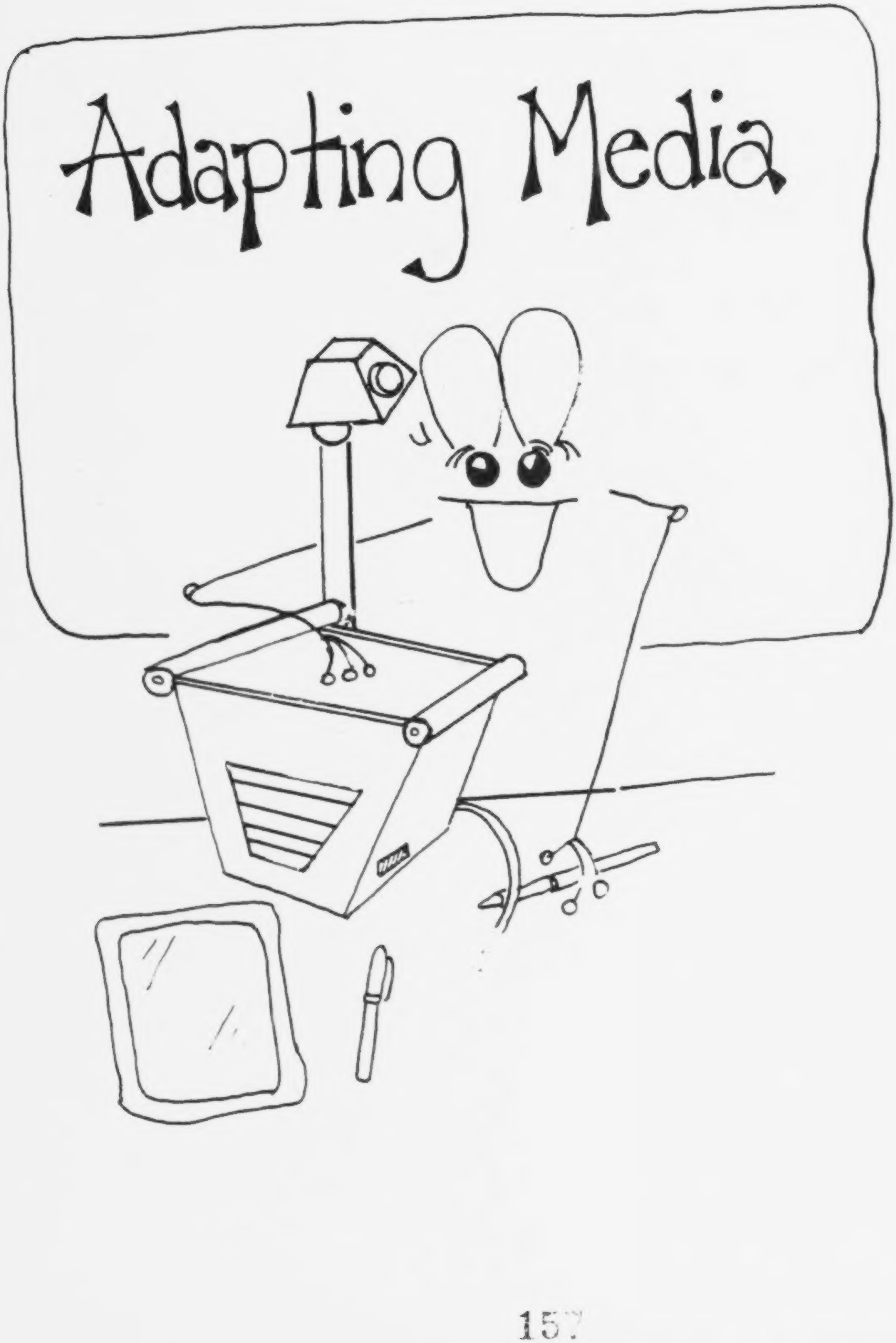
Jennifer Miederhoff
Research Specialist

The development and dissemination of this institute was supported by the U.S. Department of Education, Division of Personnel Preparation, Special Education Programs Grant #G008530322.

Permission to use or reproduce this packet or portions of the packet should be obtained from Dr. Judy W. Wood.

© Wood

Adapting Media



OBJECTIVES

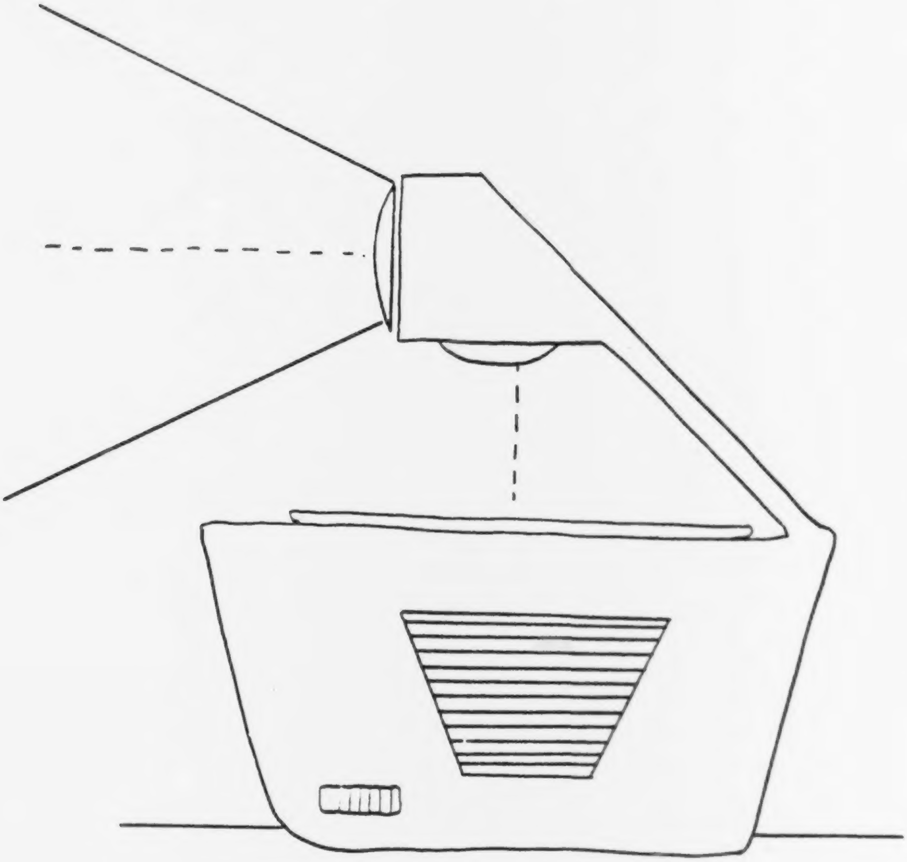
To provide adaptations for visual media.

To provide adaptations for audio media.

To provide adaptations in the use of the chalkboard.

To present uses of videotape in the classroom.

I. VISUAL MEDIA



THE OVERHEAD PROJECTOR

USES AND ADAPTATIONS OF THE OVERHEAD PROJECTOR

1. To orient students before your lecture, prepare a lecture outline on the overhead projector.

2. Make visuals of main points.

3. Write directions on a transparency and repeat the directions orally for reinforcement.

4. Permit students to use the overhead for their presentations. This will help them to organize their thoughts and ideas.

5. If using a typewriter to print information on a transparency, be sure the lettering is one-fourth of an inch high (if it is handwritten as well). (Brown, Lewis, Harcleroad, Technology, Media and Methods, p. 77).

6. Lay a sheet of paper across the transparency and gradually move it downward to reveal covered material. Onionskin paper can cast a shadow to conceal material even though material on the transparency can be seen through it.

7. For math, problems can be placed on the overhead; problems can be computed step by step to involve student participation. Students can write the answers on the transparency or on the blackboard (if the teacher uses the blackboard as the screen).

8. For science presentation, use leaves, insect body parts or real objects that reveal opaque or translucent structures which can be examined in detail.

9. Encourage class discussions or stimulate interest by viewing objects, e.g., flowers, designs, etc.

10. Use geometric shapes, transparent gauges, scales, and meter dials that can be enlarged on the overhead projector to permit everyone in class to observe the manipulation at the same time.

11. Use a variety of color to generate interest and emphasize or differentiate areas, content, and certain categories.

12. Use colored lines to enclose areas for discussion or to highlight different aspects of a diagram. Colored numbers or letters will help guide students during discussions or to identify areas referred to in test questions.

13. Use only a few points or items per transparency, because too much information on a transparency lessens its impact.

14. Prepare handouts for students that provide information on materials shown on the overhead.

15. Change commercially produced transparencies to adapt to your students' needs. If the vocabulary is too technical, it can be changed to simpler words. Also, you may add underlines, circles, or other guides on the base transparency. You could cut up the master or make two transparencies from one master, or eliminate parts not relevant to your purposes.

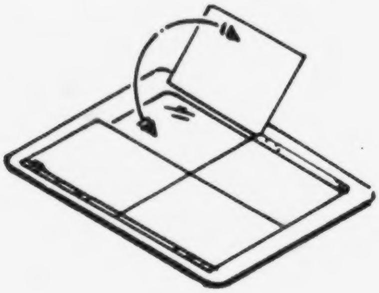
Wood, Judy. (1984). Adapting Instruction for the Mainstream. Columbus, Ohio: Merrill.

Brown, J., Lewis, R., & Harcleroad, F. (1977). Technology, Media and Methods (5th ed.). New York: MacMillan.

Fuhrmann, B. S. & Grasha, A. F. (1983). A practical handbook for college teachers. Boston: Little, Brown, 1983.

HOW TO MAKE A MASK DESIGN FOR THE OVERHEAD TRANSPARENCY

A mask is a covering that is placed on areas of the overhead transparency that is progressively lifted for disclosure. There are different masks that can be made relatively easily. To produce the mask of your choice follow the directions under each.



AREA

Area Mask:

1. Before preparing a mask, there is one thing that should be considered. The transparency you wish to mask must be designed so it may be divided into two, four, six or more parts. The transparency must be mounted after this consideration.

2. Cut a rectangular piece of cardboard to cover the window of the transparency frame. It must overlap at least ½ of an inch on all sides.

3. Depending on the design, the mask should be cut into two, four, or six parts. Use a paper cutter for best results. Arrange so a piece of cardboard will cover each part of the drawing.

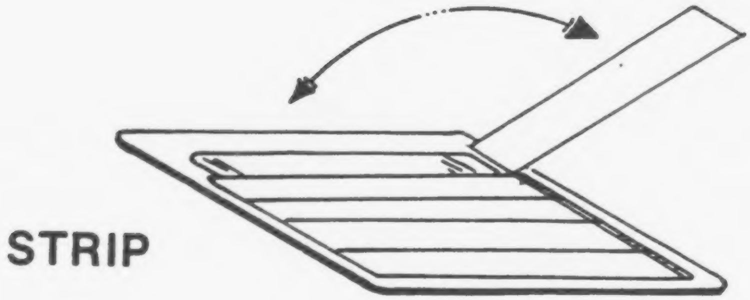
4. Tape the edge of the mask to the frame, even the edge that is to be folded. The tape will act as the hinge. Center the tape so that some will be on the mask and some on the mount.

5. Trim the tape at both ends of the mask and between mask sections. The mask should fold easily and lie flat against the frame of the transparency.

6. Pull tabs may be made from folds of masking tape (optional).

Center the tape, (half on mask, half on frame) and cut between the masks. Since strip masks are long a narrow, there is very little area to tape for a hinge. By taping the top and underneath results in a stronger hinge.

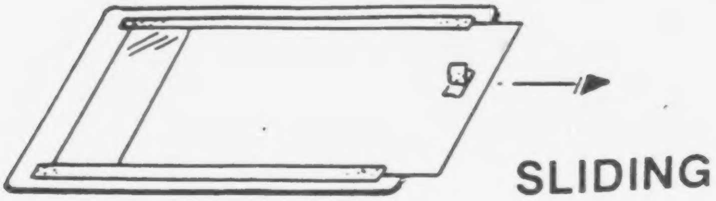
How to Make a Mask Design (cont'd)



Strip Mask

Follow steps 1 and 2 from the area mask.

3. Cut the rectangular piece of cardboard into strips wide enough to cover the lettering of each point. A paper cutter is recommended.
4. Place the assembled strips on the transparency in correct order. Tape strips to either the left or right edge of the mask. It is recommended to place tape down the length of all the masks, and on the mount of the transparency.
5. Cut the tape at the top and bottom ends and between each mask. Cut only the half of the tape affixed to the mask. This will allow the mask to swing.
6. Swing the masks open so they are lying flat to the right or left of the transparency. Put a strip of tape down the underneath side of the masks.



Sliding Mask:

1. Cut two strips of cardboard ½" wide and shorter than the length of the transparency frame. A paper cutter is recommended.

2. Staple the two strips along the opposite sides of the transparency frame. Be sure they are equal distances from top to bottom.

3. Cut the mask from a piece of cardboard. Make it narrower than the space between the two strips stapled to the edge of the transparency frame. The length of the mask should be sufficient to cover the area of the transparency.

4. Cut two more strips of cardboard approximately 3/4" wide, the same length as the 1/2" strips. Use a paper cutter to cut them so the edges will be straight.

5. Place the 3/4" strips on top of the 1/2" ones. Align them so there is a 1/4" overhang on the inside toward the mask. The overhang forms a track so the cardboard mask will not fall off the transparency.

6. Staple the 3/4" strips to the 1/2" strips in at least three or four places.

7. Insert the mask that you have cut. The mask should move freely on the tracks. If the mask binds, check to see if there is enough gap between the mask and the two tracks. A pull tab may be made by using a folded piece of masking tape.

Adapted from: Green, Lee. (1982). 501 Ways to Use the Overhead Projector. Colorado: Libraries Unlimited, Inc.

HOW TO MAKE A THERMAL TRANSPARENCY

1. Prepare the master on ordinary white paper. Draw the artwork or illustrations from another source on the master.

2. Place a thermal acetate sheet over the master. Align the notch on the acetate sheet in the right-hand corner of the master.

3. Place both sheets into the thermal copy machine. Follow instructions on machine for setting the dial. After insertion, the machine will transport the master past the heat lamp.

4. Grasp the material as it comes out of the machine. Remove the transparency and save the master for future use.

Adapted from:

Heinich, R., Molenda, M., and Russell, J. (1982). Instructional Media and the New Technologies of Instruction (2nd ed.). New York: John Wiley & Sons, Inc.

IDEAS FOR THE OVERHEAD PROJECTOR

Art Evaluation

1. Use cut-out designs to demonstrate shapes or the basic principles of formal and informal balance.

2. Cut headlines from newspapers, catalogues to demonstrate the differences in Roman, Gothic and text lettering styles.

3. Create a color-lift transparency of a face. By using overlays and water-soluable pens, facial structures can be discussed.

English (Secondary)

1. Use transparencies to demonstrate the usage of library card catalogues, excerpts from an example of reader's guide to explain research guidelines.

2. Use transparencies to construct different paragraphs to explain structure, grammar, spelling and clarity. (Students could write paragraphs as well.)

3. Transparencies can be used to demonstrate the conjugation of verbs, sentence structure, speech and the relationship of words.

4. Different styles of letters could be demonstrated on the transparency.

5. Run a heat copy transparency on good excerpt of papers you have collected to demonstrate the techniques of good writing.

Math

1. Use geometric shapes to teach fractions.

2. Make a transparency of a graph grid. If the overhead is being projected on the chalkboard use chalk to plot the lines on the graph.

3. Use newspaper clippings to present math word problems or exercises in probability.

Social Studies

1. To discuss the function of our voting system, make transparencies as sample ballots. Use to discuss candidates, issues in policy and amendments.

2. Outlines of maps can be used to teach the concepts of latitude and longitude. Maps can be used to teach recognition of states.

Ideas for the Overhead Projector (cont'd)

Science

1. Before conducting experiments, the teacher can prepare transparencies that list the materials to be used. Each step of the experiment can be written on a transparency, then demonstrated by the teacher.

Vocational Education

1. Use drawings to help students identify tools and their functions.
2. Use the overhead to visualize the correct technique for sharpening tools.
3. Use transparencies and overlays to explain parts of a machine, functions, and machine safety devices.

Adapted from:

Green, Lee. (1982). 501 Ways to Use the Overhead Projector. Colorado: Libraries Unlimited, Inc.

B. BULLETIN BOARDS

TYPES OF BULLETIN BOARDS

Language Involvement Bulletin Board

A bulletin board designed with round, rotating disks that are used interchangeably for any subject-content.

Materials needed:
1. large posterboard
2. 6-ply cardboard for disks
3. adhesive letters
4. template lettering set
5. 2 #4 one-inch brass paper fasteners
6. scissors

The Slide-Study Bulletin Board

This type of bulletin board can be used for any subject area. Slides are taken on the desired subject matter and stored in compartments attached to the bulletin board.

Materials needed:
1. posterboard
2. adhesive letters
3. colored pens
4. small boxes for storing slides
5. slide viewer
6. small slide projector
7. staples
8. stapler

Auditory-Action Bulletin Board

The auditory-action bulletin board contains an activity mounted beneath the display on the bulletin board. A Cassette is prepared by the teacher which guides the students through the required lessons.

Materials needed:
1. posterboards
2. adhesive letters
3. colored pens
4. brown envelopes
5. ditto materials
6. cassette (s)
7. a cassette player with earphones
8. staples
9. stapler

Lift Panel Bulletin Boards

Lift panel bulletin boards are made with pieces of construction paper folded in half. The inner flap of the panel is secured to the bulletin board. The outer flap contains a question, or idea. The inner flap contains the answer or solution.

Materials needed:
1. construction paper, usually bright colors
2. stapler
3. staples

Sentence Strips Bulletin Board

Strips are attached to the bulletin board and may convey printed relevant information or questions. They may be changed frequently to maintain interest.

Materials needed:
1. construction paper cut into strips
2. adhesive letters
3. magic markers
4. staples
5. stapler

PLANNING BULLETIN BOARDS

1. Decide early on a theme or key idea to be expressed by the bulletin board. Seek a new, fresh approach to content. Think of putting the title in an eye-catching location; consider the expected size and location of the audience, plan for lettering and arrangement that can be seen at the normal viewing distance.

2. Start early to determine exactly what the display is to communicate and have students participate. Determine specific student goals which may include the following: give at least eight students responsibility for planning and making a bulletin board display; provide the opportunity for the development of headings, captions and other written materials.

3. Plan the display on paper well ahead of time.

4. Keep in mind persons who will see the bulletin board or display.

5. Consider where the bulletin board could best be exhibited to achieve instructional purposes. Placing it in the classroom is not always necessary; it might best be seen in a corridor, in a special display or other location.

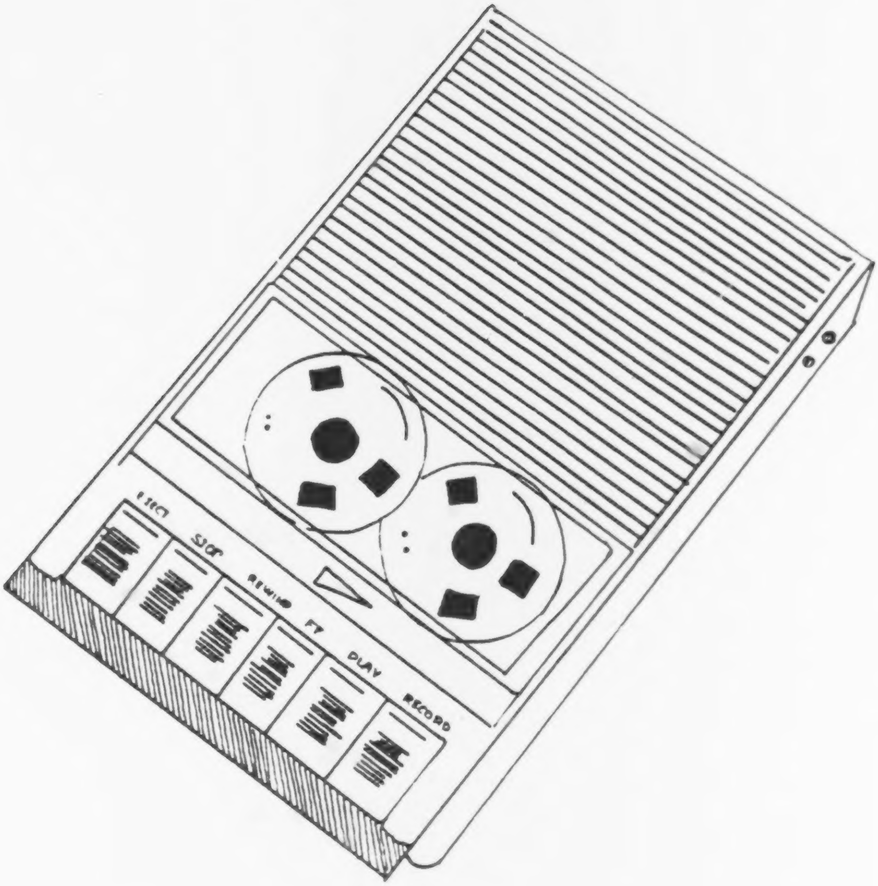
6. Think of attention-getting devices. Use lift-cards, pushbuttons, strings to be pulled; items to be touched or any technique to invite viewers to react to or to study the display. Give the viewers choices; ask them to make decisions; challenge them to avoid making mistakes in responding.

7. Use color. Tastefully used, color can contribute to attractiveness. Color can make important content stand out.

8. Incorporate audiovisual devices. Many slide projectors have an automatic slide-changing feature; have students develop photographic or handrawn slides or titles.

Greer, J. G., Friedman, I., & Laycock, V. (1978). Instructional games. In R. M. Anderson & J. G. Greer and S. Odle (Eds.), Individualizing Educational Materials for Special Children in the Mainstream (pp. 267-293). Baltimore: University Park Press.

II. AUDIO MEDIA-The Tape Recorder


EJECT
STOP
REWIND
FF
PLAY
RECORD

THE TAPE RECORDER

USES AND ADAPTATIONS FOR THE TAPE RECORDER

1. Students may work at their own pace.

2. Teachers can prepare tapes of spelling words, math facts and science lessons, along with worksheets or other activities to provide sequential instruction.

3. Teachers can make tapes of directions for complicated activities or textbook assignments.

4. Class discussions may be taped and later evaluated by class members or the teacher.

5. Classroom lectures can be taped for those students who cannot take notes or students that are absent.

6. Students can listen to a taped story or play while following in their books by using a pointer or their finger to equate the printed word with the sound.

7. Tape recorders can be used for reinforcement of correct pronunciation of words in English class.

8. For students receiving speech therapy, record the correct pronunciation of sounds the therapist is working on.

9. Record study questions at ends of the chapters, pausing for student response.

10. Record chapters and activities in books for slow learners.

Wood, Judy. (1984). Adapting instruction for the mainstream. Columbus, Ohio: Merrill.

III. OTHER MEDIA:

CHALKBOARD

VIDEOTAPES

USES FOR VIDEO TAPES

1. Use videotapes to supplement lessons.

   e.g., For slow readers who are reading the play "Romeo and Juliet," the teacher can play a videotape of the movie in the class. This would benefit the whole class as well as the mildly handicapped learner.

2. Videotape lessons and class activities to be critiqued by the students and the teacher.

3. Videotape lectures for students who are absent or need repeated exposure.

4. Videotape student doing creative activities or simulations.

Wood, Judy. (1984). Adapting instruction for the mainstream. Columbus, Ohio: Merrill.

ADAPTING EVALUATION AND GRADING PROCEDURES

Lecture Outline

I. Problems Encountered by the Mainstreamed Student in the Testing Situation (Handout)

  A. Poor Comprehension

  B. Poor Auditory Perception

  C. Poor Visual Perception

  D. Time Constraints

  E. Text Anxiety

  F. Embarrassment

II. Adapting Classroom Tests

  A. Model for Adapting (Handout)

  B. Test Construction Adaptations (Handout)

    1. Test Directions

    2. Test Items

      a. Multiple Choice

      b. Matching

      c. True/False

        d. Fill-in-the-Blank

        e. Essay

    3. Test Design

C. Test Administration Adaptations for Student Problems (Handout)

    1. Poor Comprehension

    2. Poor Auditory Perception

    3. Poor Visual Perception

    4. Difficulty with Time Constraints

    5. Embarrassment/Anxiety

D. Alternate Test Site (Handout)

E. Modifying an Existing Exam

III. Alternatives to Testing (Handout)

A. The Role of Games in Assessment

    1. Definition

    2. Advantages and Cautions (Handout)

    3. Steps in Using Instructional Games (Handout)

    4. Sample Game Format (Handout)

B. Diagnostic Observation
  1. Definition
  2. Methods of Observation (Handout)
  3. Characteristics(Handout)

C. Product Analysis
  1. Types of Products (Handout)
  2. Methods of Evaluation

IV. Alternative Grading Procedures

A. Teacher Concerns

B. Traditional Grading (Handout)
  1. Letter Grades
  2. Problems

C. Ideal Function of Grades

D. Alternative Grading Systems (Handout)
  1. Checklist
  2. IEP
  3. Contract

4. Multiple Grading
5. Shared Grading
6. Student Self-Comparison
7. Completion Acknowledgement System
8. Criterion Referenced System
9. Descriptive System
10. Point System
11. Pass/Fail

V. Graduation Requirements

A. Virginia Graduation Policy (Handout)

1. Revised Graduation Requirements
2. Minimum Competency Testing (Handout)
    - a. Advantages and Disadvantages
    - b. Minimum Competency Test Accomodations
    - c. Policy for Minimum Competency Testing and the Handicapped
3. High School Diplomas
    - a. Types of Diplomas
    - b. Requirements

B. Alternative Approaches for Graduation (Handout)

Procedures for Evaluation and Grading

Judy W. Wood, Ph.D.
Project Director
Project TRAIN
(804) 367-1305

School of Education
Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284

Virginia Commonwealth University

Procedures for Evaluation and Grading

Developed by

Judy W. Wood, Ph.D.
Project Director

Jennifer Miederhoff
Research Specialist

The development and dissemination of this institute was supported by the U.S. Department of Education, Division of Personnel Preparation, Special Education Programs Grant #G008530322.

Permission to use or reproduce this packet or portions of the packet should be obtained from Dr. Judy W. Wood.

@ Wood

Adapting Evaluation and Grading Procedures

OBJECTIVES

To develop a better understanding of the problems encountered by the mainstreamed student in the regular class test setting.

To be able to make simple adaptations to teacher-made tests, making the test more appropriate for mildly handicapped students.

To be able to describe one alternative to testing to obtain diagnostic information.

To be able to list and discuss alternatives to the traditional grading procedure that may be more appropriate for the handicapped student.

To be able to discuss alternatives to traditional graduation requirements for mildly handicapped students.

I. Problems Encountered by the Mainstreamed Student in Test Situations

Problems Encountered by the Mainstreamed Student in Test Situations

I. Poor Comprehension Definition-Student has difficulty understanding test directions and/or the test questions themselves. Poor comprehension is often associated with poor reading abilities.

- A. Student Problems
    1. Does not understand verbal directions because of their complexity
    2. Written directions not understood (too lengthy, too complicated)
    3. Cannot recall parts of a series of directions
    4. Reading level of test above student's instructional level.
    5. Directions and questions contain unknown words
    6. Directions require student to follow more than one procedure
    7. Student does not understand abstractions
    8. Test format is too difficult (e.g. student cannot complete fill-ins but could match items)

II. Auditory Perceptual Problems Definition- Student has normal hearing acuity but has difficulty in processing information presented orally.

- A. Teacher Variables
    1. Student has difficulty understanding oral tests and/or oral test directions.
    2. Teacher proceeds too fast and student cannot process or keep up.
    3. Student has difficulty recalling previously asked questions.

- B. Environmental Variables
    1. Classroom noises distract student (e.g., P. A. system, conversation in room or next door, noise outside window).

III. Visual Perception Problems Definition- Student has normal visual acuity but does not adequately process information presented visually.

- A. Teacher Variables
    1. Student unable to understand teacher's handwriting
    2. Test is poorly duplicated and difficult to read ("purple blindness")
    3. Test page is overcrowded and visually distracting
    4. Student unable to copy test from board accurately

    5. Student becomes confused on matching questions where he must draw lines
    6. Student becomes confused on lengthy test sections

  B. Environmental Variables
    1. Student distracted by visual aspects of classroom (e.g., students moving around room)
    2. Test placed on cluttered blackboard

IV. Difficulty with Time Constraints Definition: Because of one of the above problems or a variety of other reasons (i.e., short attention span) student cannot complete tests within predetermined time limits.

  A. Student Problems
    1. Student reads and processes slowly
    2. Student writes slowly
    3. Student is distractible, interfering with work progress
    4. Student is anxious and loses time worrying

  B. Results
    1. Student becomes embarrassed, frustrated
    2. Student appears lazy, slow
    3. Test is incomplete

V. Test Anxiety Definition- Student is fearful in the test setting, causing him to be unable to complete the test satisfactorily.

  A. Student Problems
    1. Hesitates at beginning of test and loses valuable time
    2. Stops in mid-test when he encounters questions he cannot answer
    3. Stops and turns in unfinished test when regular students turn their tests in
    4. Student is absent on test days

VI. Embarrassment Definition- Student is embarrassed by his poor test performance and does not want to risk humiliation in front of his classmates.

  A. Student Problems
    1. Pretends not to care about the test
    2. Turns the test in early because others are turning theirs in

3. May be sensitive about taking a test that is different from his classmates' test
4. May be reluctant to ask questions even when confused; may proceed incorrectly
5. Absent on test days

Wood, J.W. (1984). *Adapting instruction for the mainstream.* Columbus, Ohio: Merrill. Preprinted by permission

Test Taking Aids

Before taking a test, it is beneficial for the mainstreamed student to have some systematic procedures for studying and taking tests. Students need to know how to study for tests, what to concentrate on, how to interpret questions, and the mechanics of test taking. With test taking skills, students will be able to study effectively and demonstrate their knowledge of the subject on a test.

Preparing, Reviewing, and Taking Tests

I. Preparing. Devise a test data sheet to include:

1. Date of test
2. Chapters to be covered
3. Lecture outlines or recorded lectures
4. Additional information covered (filmstrips, etc.)
5. Type of questions
6. Specific teacher instructions
7. Number of questions and point values.

II. Reviewing:

1. Use the SQ3R method (Study, Question, Read, Recite, Review).
2. Issue vocabulary words and definitions.
3. Allocate time, use a calendar and set study times.
4. Find out (a) what is on the test, (b) what was on the previous test, (c) set up and follow study procedures, (d) know the test terms, and (e) develop a positive mental attitude.
5. Question and review. (a) Write questions that surface during reading, (b) fill in the gaps on a list of test information, (c) review notes - concentrate on areas that are unclear, (d) get a partner and review orally to detect areas of weakness, and (e) concentrate on recognition and association for objective tests.
6. Provide a study guide reviewing all material which will be tested.

III. Taking the Test:

1. Read directions and underline key phrases and words; then do the same as each question is read.
2. Answer questions that you are sure of first.
3. Place a check by questions that you are unsure of and skip these.
4. Review test and check answers after finished.
5. Change only obvious errors such as 1979 for 1980.
6. Place an X on pages reviewed so time isn't wasted reviewing.

IV. Test Items:

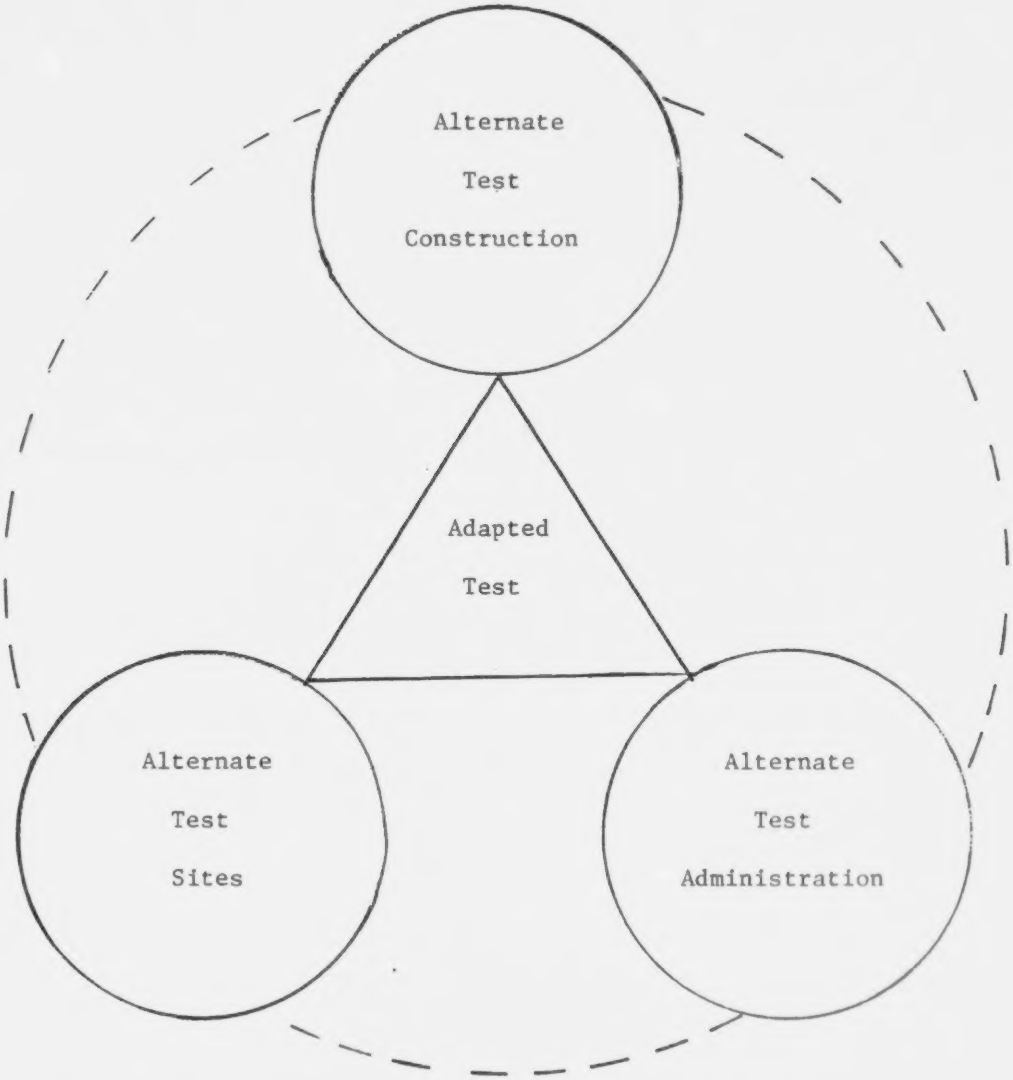
1. Multiple Choice	Formulate an answer after reading the question and *before* reading the answers. Read each answer as if it were true-false. Draw a line through inappropriate answers. Know the rules of grammar such as "a/an". Use other questions as cues.
2. Matching	Begin with the first term in the column and scan the column for the answer. Write the answer in the blank and cross off that choice in your answer column. Skip questions that you are unsure of and return to them after all questions are answered.
3. True-False	Become familiar with vocabulary - *all*, *some*, *never*, *always*, *every*, *none*, *sometimes*. Look at all parts of the question; all parts should be true to be true.
4. Completion	Use other questions on test as cues to possible answers. Reform the statement as a question; e.g., ____________ discovered penicillin. Who discovered penicillin?
5. Essay	Develop a rough outline and verbalize thoughts while studying. Develop a key points outline, put main ideas in order, and fill in the facts. Answer an opinion question with the way you feel about the question. Don't restate the question. If changes are made, add major points, not details.

Adapted from:

Vasa, S., Steckelberg, A., & Asselin, S. (Eds.). (1981). *Accommodating the mildly handicapped student in the regular secondary classroom: A resource guide*. Lincoln: University of Nebraska, Department of Special Education. Reprinted by permission.

II. Adapting Classroom Tests

MODEL FOR ADAPTING CLASSROOM TEST


Alternate
Test
Construction
Adapted
Test
Alternate
Test
Sites
Alternate
Test
Administration

Wood, J. W. (1984). *Adapting instruction for the mainstream*. Columbus, Ohio: Merrill. Reprinted by permission.

TEST CONSTRUCTION MODIFICATIONS

These are adaptations which are made at the time the test is being prepared.

I. Modification for Test Directions

II. Modifications for Test Items

  A. Multiple Choice

  B. Matching

  C. True-False

  D. Completion

  E. Essay

III. Modifications for Test Design

TEST CONSTRUCTION MODIFICATIONS

For Directions

Problem	Adaptations
1. Poor Comprehension	1. Keep directions simple, avoid unnecessary words which may be confusing.
	2. List only one direction in each sentence.
	3. List directions in sequential order or place them at the beginning of each separate test section.
	4. Underline all directions to get the student's attention.
	5. Avoid using words such as NEVER, NOT, ALWAYS. If you do use them, underline and capitalize.
	6. Provide an example of how the student is to respond.
	7. Define unfamiliar or abstract words.
2. Poor Auditory Perception	1. Avoid the exclusive use of oral directions. Read directions orally as well as having them clearly written on the test.
	2. Avoid oral tests/quizzes.
3. Poor Visual Perception	1. Avoid tests to be copied from blackboard.
	2. If using blackboard for tests, clear other material from board, print or write legibly.
	3. Read directions orally as well as having them clearly written on the test.
4. Difficulty with Time Constraints	1. All of the above adaptations will make it easier for the student to finish the test faster.
	2. Plan to read directions orally as well as having them clearly written.

TEST CONSTRUCTION MODIFICATIONS	For Directions (cont'd)
	2. Plan to read directions orally as well as having them clearly written.
5. Embarrassment/Anxiety	1. Plan to read directions orally as well as having them clearly written.

Directions: Circle the subjects in each sentence.

Subject: Name of person, place or thing.

Example: The train pulled into Victoria Station.

Wood, J.W. & Miederhoff, J.W. *Procedures for Evaluation and Grading*. In press.

TEST CONSTRUCTION MODIFICATIONS

For Test Items

Problem

1. Poor Comprehension

Adaptations

A. Multiple Choice Items

1. Avoid using unnecessary words which do not help the student in selecting the correct answer.

2. Have only 3 items from which to select. This reduces the amount of information the student must process.

3. Avoid responses which test higher level skills if the student cannot function at this level i.e.:
   a) either, or;
   b) all of the above; or
   c) none of the above.

4. The question and the responses (for the item) should be briefly stated.

5. If you use words such as ALWAYS, NEVER and NOT, capitalize and underline the words.

6. Let the student circle the correct answer rather than select a letter from a group of possible responses. This reduces the possiblity of copying errors when transferring letters to the blanks.

7. All of the choices should be grammatically consistent.

   Example:
   Directions: Circle the correct answer.

   1. What is the correct contraction for he is?

      a. hes
      [✓ b. he's]
      c. hes'

B. Matching Items

1. Use no more than 10 items in the matching lists. If you have more than 10 items, group them by concepts in clusters of 10.

Poor Comprehension (cont'd)

2. Place all of the matching items and choice selections on the same page.

3. Have only one correct answer for each item.

4. Place a blank by each item for the letter of the correct answer to be placed. Blanks should all be arranged on the same side of the questions.

5. Avoid having students draw lines to the correct answer, as this is visually confusing.

6. Keep all items to be matched brief.

7. Keep items to be matched in a logical order. Alphabetize matching items and/or place numbers in sequence.

   Example:
   Directions: Match the author to the book he/she wrote.

c	1.	To Kill a Mockingbird	a.	John Steinbeck
b	2.	For Whom the Bell Tolls	b.	Ernest Hemingway
a	3.	The Grapes of Wrath	c.	Harper Lee

C. True-False Items

1. Avoid stating questions in the negative.

2. Avoid tricky items.

3. Avoid long wordy sentences.

4. Avoid having students change false questions to correct statements. This may require skills not being assessed.

5. Avoid trivial statements or ones which are not assessing student knowledge.

6. Avoid using NEVER, NOT, and ALWAYS in statements. If you must use them, underline and capitalize.

7. Be specific and give examples for answering.

Problem	Adaptations
Poor Comprehension	

8. Avoid using too many true/false questions at one time. No more than ten per test is suggested.

   Example:
   Directions: Write TRUE or FALSE in the blanks.

   TRUE 1. 1/10 and 10/100 are equivalent fractions.

D. Completion Items

1. Avoid using completion questions. This type of test item requires recall memory which is a difficult task for many mildly handicapped students.
2. If using completion questions, place possible answers immediately under blank to reduce memory load.
3. Make items clear and simply stated.
4. Indicate answers for numerical units (e.g., _______ inches).
5. Avoid the use of statements taken directly from the textbook. Taken out of context, these are frequently too general and ambiguous to be used as questions.

   Example:
   Directions: Write the correct answer in the blank.

   1. Stephen Crane wrote the Red Badge of Courage.

      a. Emily Dickenson
      b. Stephen Crane
      c. Ernest Hemingway

E. Essay Items

1. Use items which require brief responses.
2. Be sure students know the meaning of clue words (discuss, contrast, compare, criticize, define, describe, list). Underline clue words.

Problem	Adaptations
Poor Comprehension	3. Provide an answer check sheet which lists the components expected in the response. 4. Allow students to outline answers or provide one for them. 5. Define any unclear terms. 6. Select questions which correspond to the domain level of the student. For example, define is on the knowledge level, predict is on the interpretive level. 7. Make sure the question is written on the student's reading level. Example: Directions: Discuss three ways that Louis Napoleon improved France. (Use the following outline to help you with your answer.) I. Replaced wooden ships II. Provided free medical aid III. Began Suez Canal Project
2. Poor Visual Perception	1. Avoid drawing lines to the correct matching answer. 2. Avoid words to be unscrambled. 3. Place choice alternatives vertically on the page. 4. Avoid crowded pages. Place only a few questions of the same type on one page. 5. Underline clue words such as list, explain

Wood, J. W. & Miederhoff, J. W. Procedures for Evaluation and Grading. In press.

TEST CONSTRUCTION MODIFICATIONS

For Test Design

Problem	Adaptations
1. Poor Comprehension	1. Shorten the test. This can be done by arranging questions in order of difficulty and circling ones for the mainstreamed student to answer or circling odd or even questions. 2. If possible, test, teach and retest for a final grade. 3. Provide mathematical symbols with the name of the symbol. For example, _____ is $<$ (less than) 91. 4. Circle key words in sentences, e.g., list, compare 5. Define vocabulary words. 6. Use short sentences. 7. Test items should reflect technique used to teach. E.g., if the students were taught to answer objective type questions on a factual level, avoid using essay questions. 8. Be sure the test item evaluates the skill or concept taught, not a more complex skill or concept. 9. Avoid items which require abstract reasoning. 10. Design test to reflect student's knowledge rather than elements such as the ability to follow complicated directions, use elaborate vocabulary or work under time constraints. 11. Adjust readability level of test to meet student's needs. 12. Prepare the test in short sections which can be administered individually if necessary. Place one type of question per page; e.g., one page for matching and one for true-false. The teacher can then tear off appropriate pages for the student to complete.

Problem	Adaptations
2. Poor Visual Perception	1. Type or print legibly. Use large type when available.
	2. If handwriting the test, be sure items are listed clearly, concisely and neatly.
	3. Place fewer items on page to avoid overcrowding and visually distracting the student.
	4. Use a large sheet of dark construction paper under the test to act as a border. Provide a sheet of paper with a "window frame" cut in it to help in reading the test. This helps those students with visual and visual perception problems.
	5. Clearly duplicate using black ink (mimeograph) if available. Avoid using faded, purple dittos with all students, but especially for those with visual and visual perception difficulties.
3. Time Constraints	1. Shorten test. (See #1 under Poor Comprehension)
	2. Omit essay questions.
4. Anxiety/Embarrassment	1. Prepare a study guide for the test which matches the design of the actual test and then give a practice test.
	2. Review individually with the student or allow a peer tutor to review with him prior to the test.
	3. After consulting the student privately concerning his testing preferences, design the test to meet his needs.

TEST ADMINISTRATION MODIFICATIONS

These include adaptations in the way a test is given. Modifications are grouped according to the student's problem:

1. Poor Comprehension
2. Poor Auditory Perception
3. Poor Visual Perception
4. Difficulty with Time Constraints
5. Embarrassment/Anxiety

TEST ADMINISTRATION MODIFICATIONS

Problem	Adaptations
1. Poor Comprehension	1. Give test directions orally and in written form. Make sure all students clearly understand.
	2. Avoid long talks before the test.
	3. Allow students to tape record responses to essay questions or entire test.
	4. Allow students to take the test in an alternate test site, usually the resource classroom.
	5. Correct for content only and not for spelling or grammar.
	6. Provide an example of the expected correct response.
	7. Remind students to check tests for unanswered questions.
	8. When dealing with problem solving skills, allow use of multiplication tables and/or calculators during math tests.
	9. Read test aloud for students who have difficulty reading.
	10. Give a written outline for essay questions.
	11. Tape instructions and questions for a test on an audio cassette.
	12. Use objective rather than essay tests.
2. Poor Auditory Perception	Teacher variables -
	1. For spelling tests, go slowly, enunciating each syllable/sound distinctly.
	2. Avoid oral tests.

Problem	Adaptations
Poor Auditory Perception (cont'd)	Environmental Variables - 3. Seat student in a quiet place for testing. 4. Allow student to take tests in an alternate test-site such as resource classroom. 5. Attempt to reduce noise level in and around classroom during tests. 6. Place "TESTING" sign on classroom door to discourage interruptions.
3. Poor Visual Perception	1. Give directions orally as well as in written form. 2. Check student discreetly to see if he's "on track." 3. Give exam orally or tape on audio cassette. 4. Allow student to take entire test orally in class or resource room. 5. Seat student away from distractions (e.g., windows, door). Use a carrel or put desk facing wall. 6. Avoid having other students turn in papers during test. 7. Meet visitors at door and talk in hallway. 8. Hang "DO NOT DISTRUB - TESTING" sign. 9. Use alternate test site if student requests it.
4. Student Works Poorly with Time Constraints	1. Allow enough time for student to complete the test. Mainstreamed students may require longer periods of time to complete tests. 2. Provide breaks during lengthy tests.

TEST ADMINISTRATION MODIFICATIONS (cont'd)

Problem	Adaptations
Student Works Poorly with Time Constraints (cont'd)	3. Allow "split halves" testing. Give half of the test one day and the remaining half the second day.
	4. Allow student to take the test in the resource room if necessary.
	5. Allow students to only complete the odd or even questions. Circle the odd or even questions for the student. He/She may not understand the concept of odd/even.
	6. Use untimed tests.
	7. Give oral or tape recorded tests. Students with slow writing skills can answer orally to the teacher or on tape.
5. Anxiety/Embarrassment	1. Avoid adding additional pressure to test setting by admonishing students to "Hurry and get finished" or "Do your best as this counts for ½ of your six week's grade."
	2. Avoid threatening a test as result of poor behavior.
	3. Give a practice test.
	4. Give a re-test if needed.
	5. Don't threaten dire consequences for failure.
	6. Grade on percent of items completed.
	7. Take regular test with class and adapted test in resource room.
	8. Have modified test closely resemble regular test to avoid embarrassing the self-conscious student.
	9. Avoid calling attention to mainstreamed student as you help him.
	10. Confer with student privately to work out accommodations for testing.

Wood, J.W. & Miederhoff, J.W. Procedures for Evaluation and Grading. In press.

ALTERNATE TEST SITE

Advantages of Testing in the Resource Room

Student Problems	Potential Solutions
1. Poor Comprehension	
a) Reading difficulties	a) Oral test can be administered in a quiet, one-to-one setting providing: • more time • clarification of questions • explanation of vocabulary • less pressure • opportunity to tape record responses.
b) Confusion with verbal or written directions	b) Directions can be read aloud and examples given if necessary.
2. Auditory and/or Visual Distractibility	a) Quieter, more structured setting containing fewer distractions.
3. Anxiety	a) Anxiety reduced: • no longer competing with peers • student can work at his own pace • has support of resource teacher
4. Embarrassment	a) Student has acceptable setting for completing test that may be different from one given to peers in regular class setting

Adapted from:

Wood, J. W. (1984). Adapting instruction for the mainstream. Columbus, Ohio: Merrill. Reprinted by permission.

ORIGINAL TEST

A. Understanding Ideas

Circle the letter in front of the best answer or fill in the blanks.

1. Which two rock classes form under similar conditions?

a. intrusive igneous and metamorphic
b. extrusive igneous and metamorphic
c. sedimentary and intrusive igneous
d. sedimentary and metamorphic

2. Name two factors that determine which type of metamorphic rock forms. ______

____

3. What are rocks that contain alternate igneous and metamorphic layers called?

a. sedimentary
b. migmatite
c. foliated
d. dynamic

4. What is the most important source of heat for the formation of metamorphic rock?

a. heat from the sun
b. friction
c. decay of radioactive elements
d. pressure of overlying rocks

5. What two sources of pressure are associated with metamorphism? ____________

____

6. At great depths, unequal pressure is the most important factor in what type of metamorphic change?

a. metasomatism
b. pressure alone
c. recrystallization
d. intensification

7. Upon what does metamorphic rank primarily depend?

a. heat alone
b. pressure alone
c. heat and pressure
d. kind of rock involved

8. Where does metamorphism of the highest rank take place?

a. between sedimentary rock layers
b. at the bottom of an intruding magma
c. near the center of mountain building
d. along earthquake fault lines

9. Under what conditions are minerals which occur only in metamorphic rock formed?

a. fluids at high temperatures causing exchange of ions
b. high pressure causing foliation
c. heat causing enlargement of crystals
d. earthquakes

10. Which process is not associated with metamorphism?

a. formation of new minerals
b. recrystallization
c. foliation
d. fusion

ADAPTED TEST

Name ______________________________ Date ______________

Chapter 7 Metamorphic Rocks

A. Understanding Ideas

Circle the letter in front of the best answer or fill in the blanks.

1. What kinds of rocks are made in the same environments?

   a. metamorphic and intrusive igneous
   b. metamorphic and extrusive igneous
   c. sedimentary and intrusive igneous
   d. sedimentary and metamorphic

2. Name two things that determine the kind of metamorphic rock that forms.

   ____

   ____

3. What rocks have layers of igneous and metamorphic rock?

   a. sedimentary
   b. migmatite
   c. foliated
   d. dynamic

4. The most important source of heat for making metamorphic rocks:

   a. heat from the sun
   b. friction
   c. radioactive decay
   d. pressure

5. Name two things that cause pressure on rocks: ______________________

   ____

6. Unequal pressure on rocks causes:

   a. metasomatism
   b. foliation
   c. recrystallization
   d. intensification

7. Metamorphic rank depends on:

   a. heat only
   b. pressure only
   c. heat and pressure
   d. the kind of rock

Wood, J. W. Adapting Teaching Techniques. In press.

More examples of test questions with lowered readabilities are listed below. Notice that the original content of the test question is maintained.

1. ORIGINAL

   Compare and contrast the personal attributes and characteristics of Huck Finn and Tom Sawyer.

   REVISED

   How are Tom Sawyer and Huck Finn alike? How are they different?

2. ORIGINAL

   Describe and discuss the probable effects of wage and price controls during periods of inflation.

   REVISED

   What might happen if wage and price controls were used during inflation?

3. ORIGINAL

   (T-F) Profitable construction materials originate in sedimentary rock.

   REVISED

   (T-F) Good building materials come from sedimentary rock.

4. ORIGINAL

   (T-F) According to the terms of the Treaty of Paris of 1783 both Britain and the United States agreed to allow the collection of lawful debts owed to creditors of either country.

   REVISED

   (T-F) The Treaty of Paris said that both Britain and the U.S. could collect debts from each other.

5. ORIGINAL

   Describe the rational behind the southern states making good their threat of disunion of 1860.

   REVISED

   Why did the southern states decide to leave the union in 1860?

6. ORIGINAL

   The atmospheric condition in which air currents circulate at extremely high velocities in a limited area is called a ______________________.

REVISED

What do you call a very fast wind that is moving in a small circle?

7. ORIGINAL

Geyers are produced by what underground conditions?

REVISED

What causes geysers?

8. ORIGINAL

Crystal Thompson needs insurance for her personal belongings, but not for her residence, since she lives in an apartment. If her annual insurance premium is $63.00, what amount will she have paid in three years?

REVISED

Crystal Thompson lives in an apartment and needs to insure her belongings. The insurance premium cost $63.00 a year (annually). How much will she pay in three years?

9. ORIGINAL

What ingredients are placed in soap to give it the desired characteristics?

REVISED

What is soap made of?

10. ORIGINAL

List four environmental requirements for the growth of bacteria.

REVISED

List four things bacteria need to grow.

Wood, J.W. & Miederhoff, J.W. Procedures for Evaluation and Grading. In press.

III. Alternatives to Testing

III. ALTERNATIVES TO TESTING

A. The role of Games in Assessment

  1. Definition
  2. Advantages and Cautions
  3. Steps in Using Instructional Games
  4. Sample Game Format

B. Diagnostic Observation

  1. Definition
  2. Methods of Observation
  3. Characteristics

C. Product Analysis

  1. Types of Products
  2. Methods of Evaluation

1. Instructional Games

An instructional game is an activity which utilizes fun and competition to teach and reinforce a teacher's educational objectives.

Advantages in Using

1. Games are naturally motivating.
2. Games reinforce learning.
3. Games facilitate individualization of instruction.
4. Games foster affective and social development.
5. Games can be effective diagnostic tools.
6. Teacher can observe greater range of behaviors than might be apparent in test situations, (e.g., approach to problem solving, social skills, etc.)
7. Offers effective change of pace.
8. Less anxiety than with tests.

Cautions

1. Feature of games should not interfere with student's performance.
2. Avoid overly competitive or distracting games.
3. Use simple, straight-forward formats.
4. Generic games are good since students are familiar with playing procedures.
5. Mix items of varying levels of difficulty. Begin and end on a positive note.
6. Plan ahead and pool questions according to difficulty.

Adapted from:

Greer, J. G., Friedman, I. M. & Laycock, V. K. (1977). Instructional games. In R. M. Anderson, J. G. Greer, & S. J. Odle (Eds.). *Individualizing education materials for special children in the mainstream* (pp. 267-293). Baltimore: University Park Press.

STEPS IN USING INSTRUCTIONAL GAMES

1. Select game appropriate to desired objectives.

2. Use new concepts, vocabulary, or other material just taught; select review questions.

3. Arrange questions in sequence from easiest to most difficult.

4. Prepare sample game format and directions.

5. Determine method of recording responses for maximum assessment purposes.

SAMPLE INSTRUCTIONAL GAME

History Baseball
(change title to accommodate any subject area)

Before the game:

1. Select questions from material students have just learned; e.g., World History - Chapter 7 or Science Unit on Magnets.
2. Divide questions according to their difficulty. Simplest questions will earn a "single" if answered correctly; more difficult questions earn a "double," "triple" or "home run."
3. Divide students into two teams of approximately equal abilities.
4. Draw a baseball diamond on the blackboard.
5. Designate "batting order" or what order students will answer questions: best students may bat in the "clean-up" position.

During the game:

1. Student chooses what "hit" to try for: if he chooses the easiest questions, he earns a "single", etc.
2. If he answers correctly, he scores a hit for his team and the teacher draws a player on the appropriate base. If a second runner lands on a base already occupied, the lead runner advances one base.
3. After three questions are missed by a team (three outs), the other team bats.
4. Teacher records answers given by mainstreamed students for evaluation purposes.

B. Diagnostic Observation

Measuring student performance through systematized observation of behaviors.

ALTERNATIVES TO TRADITIONAL EVALUATION

Three Methods of Diagnostic Observation

Type	Definition	Example	Characteristics
ANECDOTAL RECORD	A systematic writing down of observations of pupil behavior that is not classified or measured.	Date - 9/11 Tom correctly diagrammed this sentence: John gave the bread to the birds. Implications: Seems to understand subject, verb, direct and indirect object.	• gives only general behavior • can be useful for evaluation, parent conferences.
CHECKLIST	A list of items that are checked by the observer as they occur. Can be a minimum competency check.	BIOLOGY LAB ✓ 1. Reads directions to select equipment to be used. __ 2. Selects appropriate equipment. ✓ 3. Handles equipment with care. ✓ 4. Leaves cabinet in good order.	• quick glance gives teacher good overview • used to record and observe learning • permits teacher to limit number of tests given.
RATING SCALE	Constructed like a checklist but allows for numerical scoring. Gives continua of performance.	Excellent 5 · Good 4 · Average 3 · Poor 2 · Inadequate 1 or Never 5 · Seldom 4 · Usually 3 · Often 2 · Always 1 4 I look forward to school. 2 I feel comfortable working in a group. 4 I enjoy my work.	• tells how often, how much, or how well • allows for numerical scoring.

Adapted from:

Daniels, S. M., & Blaine, H. M. (1975). Techniques in educational evaluation: A programmed review. Dubuque: Kendall/Hunt.

C. Product Analysis

The evaluation and grading of products (e.g., drawings, compositions, models) which the student has made.

ALTERNATIVES TO TESTING

Methods Used	Use	Example
Checklist	Used to "observe" the product.	Biology Project: x listed materials ___ explained procedure x gave observations x wrote summary
Factor Rating	Checklist with numerical scale added.	Excellent 5 · Good 4 · Average 3 · Poor 2 · Inadequate 1 3 listed materials 1 explained procedure 5 gave observations 3 wrote summary
Overall Rating	Used to analyze art class drawing, English compositions, etc. Teacher has in mind characteristics worthy of each mark and then would match them to the product.	A criteria B criteria C criteria D criteria F failed to produce adequate product Less systematic than checklist or factor rating; probably produces less valid scores.

Adapted from:

Daniels, S. M. & Blaine, H. M. (1975). Techniques in educational evaluation: A programmed review. Dubuque: Kendall/Hunt.

IV. Alternative Grading Procedures

TRADITIONAL AND ALTERNATIVE GRADING PROCEDURES

One traditional grading method (letter grades) and eleven alternative grading procedures are outlined as follows: 1) checklists; 2) IEP based systems; 3) contracts: 4) multiple grades; 5) shared grades; 6) student self-comparisons; 7) completion acknowledgements; 8) citerion referenced systems; 9) descriptive systems; 10) point system; and 11) pass/fail systems. It is recognized that approximately 84% of secondary schools require teachers to use letter grades to evaluate students (March and Price (1980) cited in Wood, p. 198). However, the teacher may be able to adapt the grading system by modifying the assessment procedures used to determine the final grades.

TRADITIONAL GRADING PROCEDURE

Characteristics	Advantages	Disadvantages
LETTER GRADES - Student given grade of A,B,C, D,F to reflect comparative mastery of subject matter.	• easy for teachers to use • easy for parents to understand • fairly good predictor of future grades • can be converted to single score (GPA)	• unfair to mainstreamed students who may not have abilities to achieve at same level as other students • provides for unfair competition among students • produces anxiety for students • does not indicate skills or abilities learned • doesn's relate to the work world

ALTERNATIVE GRADING PROCEDURES

Characteristics	Advantages	Disadvantages
1. CHECKLISTS - Provides a guide of the student's progress toward specific goals. May be based on IEP objectives.	• more value than letter grade alone • gives more detailed information about student's performance • more meaningful to parents and employers • can pinpoint weaknesses in instructional program • skills can be prioritized	• more time consuming for teachers • change in instructional objectives may require change in report form • may focus on weaknesses

(Sample checklist-next page)

SAMPLE CHECKLIST

Objective - The student will be able to adjust a microscope and examine a prepared slide.

Basic Competencies

_____ 1. Student has identified microscope parts.

_____ 2. Student can verbally explain the function of each microscope part.

_____ 3. Student can adjust the microscope so that slide is clearly focused.

Advanced Competencies

_____ 4. Student can remove the slide and unfocus the microscope.

_____ 5. Student can adjust microscope on two different models.

	Characteristics	Advantages	Disadvantages
2.	IEP based system - requires annual goals to be written for each child with specific instructional objectives, that are measureable, for each goal. Minimum standards are stated for grades.	• modifications of testing procedures included • considers each student's individual learning style and academic strengths and weaknesses • grades can reflect individualized activities utilized to meet goals (e.g., handicapped student may tape an interview instead of writing a report) • eliminates unfair competition for grades • local school districts standards for grading can be used as performance criteria	• more time-consuming for teachers and parents • may be unfamiliar to parents and employers
3.	CONTRACTS - written agreement between teacher and student about level of performance required for a specific grade. With mildly handicapped student, this is usually based on the IEP. Outlines type and quantity of work to be done; how quality of work will be determined; timelines for completion; and signatures of teacher, student and possibly resource teacher and parent.	• clearly defines for student what is expected • reduces subjectivity of teacher • encourages diversity of assignments meeting more of student's individual needs • reduces competitive grades student involved in goal-setting process • promotes better attitudes in classroom	• more paperwork for teacher • quantity of work rather than quality can be overemphasized • may be difficult to find creative ways to measure student performance (Sample contract-next page)
4.	MULTIPLE GRADES - grade involves an averaging of more than one area of achievement, e.g., ability (growth in content being studied based on individual expectations); effort (how hard student tried); and achievement (comparison to others).	• rewards student progress even though achievement in all areas may not be satisfactory • rewards hard work • makes it possible for handicapped student to pass a course in which he/she is having difficulty with content	• may be more subjective than letter grade alone • may be more difficult for teacher to defend grade if questioned

SAMPLE CONTRACT

Name ____________________________________ Subject: English

		I will do the following for a letter grade of: (check one)	To demonstrate that I have done these things, I will:
______	A	1. Write a 1,500 word essay for the state creative writing contest. PLUS All of B PLUS All of C PLUS All of D	1. Submit my essay by April 6, according to the rules provided by the contest judges (see attached sheets).
______	B	2a. Keep a neat, comprehensive notebook containing all 10 written assigments, arranged in chronological order. OR 2b. Read one book from approved reading list. PLUS All of C PLUS All of D	2a. Submit notebook to teacher on last Friday of each month. OR 2b. Submit book report on last Friday of each month in either written or oral form (see attached models).
______	C	3. Participate in class activities. PLUS All of D	3. Pass with 80% accuracy oral quizzes on class discussions.
______	D	4a. Read the textbook. AND 4b. Learn the terms used at beginning of each chapter.	4a. Pass weekly quizzes and 6-weeks exam with 80% accuracy. AND 4b. Pass weekly definition of terms quizzes.

Signatures

Student: ____________________________________

Instructor (s): ____________________________________

____

Date: ____________________________________

Wood, J.W. & Miederhoff, J.W. Procedures for Evaluation and Grading. In press.

Characteristics	Advantages	Disadvantages
5. SHARED GRADES - at least two teachers (generally regular and resource) are involved in determination of grade.	• works well when resource teacher is reinforcing content teacher • can use multiple grades, contracts, IEP system or a mastery system in conjunction with it • allows for more input into student's performance and abilities	• time consuming for both teachers • may be some disagreement over grade to be given
6. STUDENT SELF-COMPARISON - each student's progress is measured by gains he makes toward achieving instructional objectives. It does not compare students in the same class.	• truly individualized • incorporates concept of working for mastery • students strongly favor this method	• more time consuming for teacher
7. COMPLETION ACKNOWLEDGEMENT SYSTEM - reports that student has completed minimum requirements for credit. Usually reported as pass/ fail.	• student works at own pace • content individually selected • based on mastery of content • eliminates competition and comparison • reduces anxiety over grades	• time consuming for teachers to develop individual program • although it removes negative effects of letter grades, doesn't give accurate picture of students' achievement • unfair to students who do not test well; provides no GPA or evaluation description • students get little feedback
8. CRITERION-REFERENCED SYSTEMS - establishes a clear level of proficiency for each objective student is to master. Contracts are based on this principle.	• encourages individual instruction • teacher can easily devise different means for student to reach objectives • reduces anxiety over grades • competition for grades eliminated • student knows exactly what quantity and quality of work is expected of him • focuses on success, not failure • teachers held accountable to establish appropriate program	• time consuming for teachers • may be expensive to implement criterion referenced program • may divide learning into separate areas instead of emphasizing integrated learning

9.	DESCRIPTIVE SYSTEMS - details in written form extent to which learning skills have been mastered.	• communicates the whole picture • includes personality as well as performance • personalized approach • emphasizes process of learning as well as content • teachers and students work closely together.	• time consuming to write • time consuming to read • may be subjective and based on vague generalities • could be used as a weapon against a student a teacher disliked
10.	POINT SYSTEMS - points are assigned for specific activities and are accumulated for a grade. Generally used to determine a letter grade rather than as a report in itself.	• easy for teacher to use • student can keep track of his progress	• may not be flexible, e.g., gives too many points for tests and not for other activities. Point values should be equalized for handicapped students
11.	PASS/FAIL - for successful completion of the minimum level of competency student receives a pass or "P". Students not reaching criteria receive a fail or "F".	• simple to operate • less competition for grades • cheating is reduced • student knows goals to work toward • achievement level can be increased or decreased based on student abilities • relieves teacher of the responsibility of comparative evaluation of student's work	• teacher may not provide corrective feedback in weak areas • pass is meaningless in distinguishing different abilities • some students work less when freed of grade pressure • mildly handicapped may feel some pressure as with letter grades

Adapted from:

Vasa, S., Steckelberg, A., & Asselin, S. (Eds.). (1981). Accommodating the mildly handicapped student in the regular secondary classroom: A resource guide. Lincoln: University of Nebraska, Department of Special Education.

Wood, J. W. (1984). Adapting instruction for the mainstream. Columbus, Ohio: Merrill.

Kinnison, L. R., Hayes, C., & Acord, J. (1981). Evaluating student progress in mainstream classes. Teaching Exceptional Children, 13 (3), 97-99.

Simon, S. B., & Bellanca, J. A. (Eds.). (1976). Degrading the grading myths: A primer of alternatives to grades and marks. Washington, D.C.: Association for Supervision and Curriculum Development.

Vasa, S. F. (1981). Alternative procesures for grading handicapped students in the secondary schools. Education Unlimited, 3 (1), 16-23.

Dick, M. A. (1983). Alternative in evaluation and grading of special needs students (LINC paper No. 823). Columbia: University of Missouri, College of Education.

V. Graduation Requirements

VIRGINIA GRADUATION POLICY

Program of Instruction

(Original)

C. The program of instruction in grades 7 through 12 shall assist student ~~in developing at least minimum~~ to develop competence in the following areas:

1. Reading, writing and speaking;
2. Mathematical concepts and computations;
3. Essential skills and concepts of citizenship including knowledge of history and government, necessary for responsible participation in American society and within the world community;
4. Knowledge and skills needed to qualify for further education and/or employment or in the case of certain handicapped children, to qualify for further training.

~~Special emphasis shall be given to instructional activities which improve the reading, writing, speaking and mathematical skills of students.~~

Program of Instruction

(Revised)

C. The program of instruction in grades 7 through 12 shall assist students to develop competence in the following areas:

1. Reading, writing and speaking;
2. Mathematical concepts and computations;
3. Essential skills and concepts of citizenship including knowledge of history and government, necessary for responsible participation in American society and within the world community;
4. Knowledge and skills needed to qualify for further education and/or employment or in the case of certain handicapped children, to qualify for further training.

Standards of quality: For public schools in Virginia. (1986). Enacted by The General Assembly of Virginia.

VIRGINIA GRADUATION POLICY

Diploma Requirements (revised)

D.1. To receive a ~~standard~~ diploma from a public high school, a student shall earn the units of credit prescribed by the Board of Education and attain minimum competence in the areas established under Standard 1-C. Attainment of reading and mathematics competencies established under Standard 1-C shall be demonstrated by means of tests prescribed by the Board of Education. Attainment of competencies in the other areas established under Standard 1-C shall be demonstrated to the satisfaction of local authorities through performance-related assessment.

2. To receive a special diploma from a public high school, a student shall be identified as handicapped, complete the units of credit prescribed by the Board of Education, and complete the requirements of the individualized educational program. Handicapped students shall always have the opportunity to take competency tests.

3. To receive a certificate, a student who has not qualified for a diploma under paragraphs 1 and 2 above, shall complete a prescribed course of study as defined by the local school board or, if identified as handicapped, shall complete an individualized educational program. ~~However~~, All students who have earned the units of credit required by the Board of Education and have not passed the competency test shall receive a certificate, but shall be encouraged to retake and pass the minimum competency test in order to receive a diploma.

4. ~~On exiting from the public schools, all students who have received the units of credit required by the Board of Education or who, if identified as handicapped, have completed an individualized educational program, but have not qualified for a diploma under sections 1 and 2 above, shall receive a certificate.~~ Students who participate in postsecondary programs before graduating from high school, whether academic or vocational, shall be awarded appropriate course credit and/or high school diplomas upon satisfactory completion of the advanced instruction in accordance with regulations prescribed by the Board of Education.

Standards of quality: For public schools in Virginia. (1986). Enacted by the General Assembly of Virginia.

MINIMUM COMPETENCY TESTS (MCT) FOR MILDLY RETARDED STUDENTS

DISADVANTAGES

Emphasis upon Groups of Students rather than Individuals

MCT spotlights groups and limits effort toward individual needs and progress.

MCT is basically an unvalidated system of interindividual evaluation which requires absolute mastery. Its impact could undermine comparisons of groups which have characterized the efforts of special educators.

Unproven Relevance of MCT for Adult Success

Does MCT refer to life skills, survival skills or academic skills?

If primarily academic in orientation, expectations for retarded students will be lowered.

An Increase in Educational Barriers

If students learn to expect failure on MCT or if they take the test and fail, resulting frustration may increase high school dropout rate.

Limitations of Remedial Programs

Remedial programs are designed to "Teach the Test" serving to limit the educational scope of the program.

Certificate of Attendance vs. Diplomas

The exceptional student who reaches his potential level of achievement deserves recognition like other high school students.

Certificate provides little motivation for continued school attendance.

Certificates extend label beyond school years and are "life-biasing".

Discrepancy Between Teaching Methods and Testing Methods

Standards which were acceptable to teachers throughout the school program will not suffice for the MCT.

Is it legal to test student in an unfamiliar manner on material that might not have been taught, and on the basis of such an exam, deny a high school diploma?

Homogeneous Remedial Groups and Discrimination

Students who do not initially pass the MCT are placed in remedial programs which results in the discriminatory practice of ability tracking which may be biased against minority and handicapped students.

Detrimental Effect of Teacher Attitudes and Motivation

Teachers' efforts may be directed primarily to students who demonstrate the likelihood of passing MCT and question efforts with slower students whose prospect for success on the exam are slight.

MINIMUM COMPETENCY TESTS (MCT) FOR MILDLY RETARDED STUDENTS (continued)

ADVANTAGES

Established Standard for Program and Curriculum Development

Similar to process of setting IEP goals and objectives, MCT delineates a set of educational outcomes. Teachers have a clearer idea of achievement essentials which need to be incorporated throughout the program.

Possible Increase in Achievement Motivation

Issuance of diploma becomes an immediate and primary goal for students.

Possible Reduction of the Impact of the Exceptional Label

Those handicapped students who pass MCT may find the impact of their previous label diminished.

Emphasis Upon Early Problem Identification Through Periodic Competency Tests

Success of competency testing depends upon the early identification of learning problems followed by appropriate programming. Information gained from testing basic skills at regular intervals can produce corresponding program changes which may enable the retarded student to remain within the regular classroom and avoid instructional segregation.

Adapted from:

Cohen, S. B. Safran, J. & Polloway, E. (1980). Minimum competency testing: Implications for mildly retarded students. *Education and Training of the Mentally Retarded*, *15*, 250-255.

MINIMUM COMPETENCY TEST ACCOMMODATIONS FOR HANDICAPPED STUDENTS

Accommodations	EMR	L.D.	E.D.
A. Scheduling Modifications: Tests will be administered:			
1. at time of day most beneficial to student.	X	X	X
2. in periods of _____ minutes followed by rest breaks of _____ minutes.		X	X
3. Until, in administrator's judgement, student can no longer sustain the activity due to physical disability or limited attention span.	X	X	X
B. Setting Modifications: Tests will be administered:			
1. in a small group.		X	X
2. in a carrel.		X	X
3. in the special education classroom.	X	X	X or
4. at child's home.			X
5. with child seated in front of classroom.			
6. with teacher facing child.			
7. by student's special education teacher.	X	X	X
8. using an interpreter during the time oral instruction is given to the student(s).			
C. Format and/or Equipment Modifications: Tests will be administered:			
1. in large print.		X	
2. in Braille.			
3. with child using magnifying equipment.			
4. with child wearing noise buffers.			
5. using templates and/or graph paper.			

MINIMUM COMPETENCY TEST ACCOMMODATIONS FOR HANDICAPPED STUDENTS

Accommodations	EMR	L.D.	E.D.
D. Recording Modifications:			
1. Child will mark answers in test booklets.	X	X or	
2. Child's answers will be recorded by proctor or assistant.		X	
3. Child will mark answers by machine.			
E. Modality Modifications:			
1. Math test only will be read to child by proctor or via audio cassette.		X	
2. Reading test will be administered orally to students with severe psychomotor impairments, visual impairments, or learning disabilities which prevent them from reading the tests.*		X	

NOTE: Any of the modifications listed above, except the modality modification for the reading test (E-2) can be considered and added for an individual child. Accommodations should take into account such things as secondary handicapping conditions.

*Accommodation E-2 is allowed under certain conditions and with approval of The Department of Education.

Administering the reading test orally

Under certain conditions the reading test may be administered orally, including the use of audio cassettes, to students who cannot read the tests because of problems in visual modality. The following conditions must be met:

(1) The decision to administer the tests orally should be preceded by counseling with the students and parents.

(2) The student must first have attempted to pass the regular printed test or the large print braille editions.

(3) A copy of the student's IEP must be submitted to the Department of Education by the local school division. The IEP will be reviewed and the request for oral administration will be approved or denied.

(4) The student's permanent record and any other school documents which contain the competency test scores must clearly state that the reading test was a measure of the student's ability to process information read to him/her and not a measure of ability to decode printed symbols.

This policy was adopted by the Board of Education on May 22, 1980.

Minimum competencies and the handicapped. (1980). Richmond; VA: Department of Education, Division of Special and Compensatory Education.

GRADUATION REQUIREMENTS

ALTERNATE POLICIES

Type of Policy	PRO's	CON's
1. Pass/Fail - single, standard diploma	• single, standard diploma for all students who complete their program • prospective employers can examine transcript to see competencies • student records can be kept confidential	• if transcript not given with diploma, employers may assume more student skills than actually present: this may lead to student failure • discriminates against severely handicapped who may not be able to complete a prescribed course of study to graduate • could lead to charges of discrimination based on Rehabilitation Act of 1973
2. Certificate of Attendance - issued to all students who participate in the educational program for a prescribed period of time but fail to pass the MCT.	• all students treated equally	• may be considered inferior to diploma • handicapped may not be able to pass MCT because they need test modifications, and/or additional resources to be issued • certificate does not help MH to gain skills needed to earn standard diploma
3. IEP • graduation (and standard diploma) contingent upon sucsessful attachment of IEP goals • will set forth criteria to measure minimum competencies • transcript accompanies diploma	• meets MH's unique educational needs • non-discriminatory • insures that students program is carefully reviewed • gives criteria for measuring MC • evaluation individualized • employers can study transcript	• question if standard diploma is being diluted • critics may regard it as discriminatory vs. non-handicapped

ALTERNATE GRADUATION POLICIES

(continued)

Type of Policy	PRO's	CON's
4. Special Education Diploma • given to students who complete goals of his individual program but cannot fulfill other graduation requirements such as units of credit or MCT	• based on student's unique needs • provides handicapped with opportunity to earn diploma • enables employers to identify who has not passed MCT	• gives appearance of special treatment for those who fail MCT • may be discriminatory
5. Curricular Approach - Each curriculum will have its own requirements for graduation, including a MCT if appropriate. Diploma will validate that student has achieved essential standards of his prescribed curriculum	• all students can earn a diploma ensuring equality of educational access • MCT or other standards could set levels of achievement for students in each curriculum • handicapped student could be expected to receive a diploma, indicating successful completion of his curriculum	• competencies for each curriculum track would have to be developed and validated • student could be placed in a particular curriculum track rather than receiving an education appropriate to their unique educational needs • could lower standards of certain curricula by focusing more on access of certain classes of students to the program than on their performance once admitted

Adapted from:

Ross, J. W., & Weintraub, F. J. (1980). Policy approaches regarding the impact of graduation requirements on handicapped students. Exceptional Children, 47 (3), 200-203. Reprinted by permission.

ADAPTING TEACHING TECHNIQUES

I. Learning and Learning Styles

A. Definitions

B. Styles of Approaching New Learning Situations

1. Adventurers

2. Ponderers

3. Drifters

C. Overall Learning Styles

1. Dependent

2. Independent

3. Collaborative

D. Perceptual Styles of Learning

1. Visual

2. Auditory

3. Kinesthetic

E. Assessment of Learning Styles

1. Learning Style Inventory Checksheet (handout)

2. Student Profile of Learning Styles (handout)

3. Matching Learning Approaches to Teaching Methods (handout)

4. Adaptations for Preferred Perceptual Styles (handout)

5. Teaching Techniques Matched to Perceptual Styles (handout)

F. Other Factors Affecting Learning - Checklist (handout)

II. Adapting Teaching Strategies

A. Major Teaching Modes (handout)

1. Expository Mode Adaptations (handout)

a. Lecture (handout)

1) Multi-sensory input (handout)

- 2) Visual outline (handout)
- 3) Slot outline (handout)
- 4) Structured overview (handout)
- 5) Study guide (handout)
  - (A) Definition
  - (B) Parts of a Study Guide (handout)
  - (C) Suggested Adaptation of Study Guides (handout)
  - (D) Benefits (handout)
- 6) Other hints for lecturing (handouts)

b. Telling

c. Sound filmstrips

d. Explanation

e. Panels

f. Recitation

g. Audio recording

h. Motion picture

i. Discussion

2. Inquiry Mode/Adaptations (handout)
   - a. Asking questions
     - 1) Bloom's Cognitive Taxonomy
     - 2) Adapted Questioning Techniques
       - (A) Verbs for Stating Behavioral Objectives (handout)
       - (B) Examples of Questions by Taxonomy Levels (handout)
       - (C) Level of Questioning Test (handout)
   - b. Stating hypothesis
   - c. Coming to conclusions
   - d. Interpreting

- e. Classifying
- f. Self-directed study
- g. Testing Hypothesis
- h. Observing
- i. Synthesizing

3. Demonstration Mode/Adaptations (handout)
    - a. Experiments
        - 1) Adapting a Lab Assignment (handout)
        - 2) Adapting Laboratory Procedure (handout)
    - b. Modeling - Definition
        - 1) Types of Modeling (handout)
            - (A) Models as Examples (handout)
            - (B) Participatory Modeling
                - (1) Steps in Participatory Modeling (handout)
                - (2) Sample Lesson (handout)
            - (C) Adaptations of Modeling for Mainstreamed Students (handout)
    - c. Exhibits
    - d. Simulation and Games
    - e. Field trips
4. Activity Mode/Adaptations (handout)
    - a. Group Work
        - (1) Definition (handout)
        - (2) Three kinds of group work
        - (3) Advantages (handout)
    - b. Role Playing
        - (1) Definition (handout)

(2) Common Uses of Role Playing (handout)

(3) Advantages of Role Playing (handout)

(4) Steps in Role Playing (handout)

(5) Role Playing Modifications for Mainstreamed Students (handout)

c. Construction

d. Preparing Exhibits

e. Dramatizing

f. Processing

III. Steps in Adapting Teaching Techniques for the Cognitive Domain

A. Review of Six (6) Levels of Bloom's Taxonomy

B. Gathering Data (Sources of Information-Handout)

C. Selecting and Writing Objectives

D. Designing Activities

E. Selecting Teaching Technique (handout)

Adapting Teaching Techniques

Judy W. Wood, Ph.D.
Project Director
Project TRAIN
(804) 367-1305

School of Education
Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284

Virginia Commonwealth University

Adapting Teaching Techniques

Developed by

Judy W. Wood, Ph.D.
Project Director

Jennifer Miederhoff
Research Specialist

The development and dissemination of this institute was supported by the U.S. Department of Education, Division of Personnel Preparation, Special Education Programs Grant #G008530322.

Permission to use or reproduce this packet or portions of the packet should be obtained from Dr. Judy W. Wood.

© Wood

Adapting Teaching Techniques

OBJECTIVES

1. To discover individual learning and perceptual styles during a learning situation.

2. To recognize student learning styles and to be able to make appropriate adaptations in teaching techniques.

3. To recall student perceptual styles and to be able to make adaptations in teaching techniques to meet the student's individual needs,

4. To be able to assess student learning and perceptual styles by administering a learning style inventory.

5. To be able to identify the four teaching modes and to adapt one teaching technique for each mode.

6. To be able to identify the six levels of Bloom's Cognitive Taxonomy, give examples at each level, and use the taxonomy to adapt teaching techniques.

I. LEARNING AND LEARNING STYLES

LEARNING STYLE INVENTORY

In order to make a better match between the teacher's teaching technique and a student's learning and perceptual styles for acquiring information, the following learning style inventory can be administered by the resource teacher. The results will indicate the student's learning preferences in three major areas: how he approaches new learning situations, his overall learning style, and his perceptual preference for acquiring new information. A scoresheet is included to be given to the regular teacher who has the handicapped student in her class. Included with the scoresheet are suggested adapted teaching techniques for the regular teacher's use. Some additional information on other factors affecting learning may also prove useful to the regular teacher who may be unfamiliar with the special characteristics of the mildly handicapped.

LEARNING STYLE INVENTORY

Student's Name ____________________

Teacher ________________________

Directions: (To be completed by resource teacher.) Place a checkmark in the column marked true if the statement describes the student's behavior, and in the column marked false if it does not.

I. STUDENT'S APPROACH TO NEW LEARNING SITUATION

True	False		
____	____	1.	Responds quickly to questioning
____	____	2.	Analyzes questions carefully before responding
____	____	3.	Starts slowly on new tasks
____	____	4.	Works better in groups than one-to-one
____	____	5.	Loves to see how things work
____	____	6.	Appears unconcerned with incorrect answers
____	____	7.	Appears impulsive and unconcerned about performance
____	____	8.	Needs reinforcement frequently for on-task behavior
____	____	9.	Likes working on open-ended creative projects
____	____	10.	Prefers a well-structured individualized program of instruction, e.g., learning packets
____	____	11.	Works best in small group directed by teacher
____	____	12.	Needs application of learning to real-life situations

Adapted from: Charles, C. M. (1980). Individualizing instruction. (2nd ed.). St. Louis: Mosby.

II. STUDENT'S OVERALL LEARNING STYLE

True	False		
____	____	1.	Seems to have little information about the subject
____	____	2.	Likes to share information and ideas
____	____	3.	Looks for new challenges frequently
____	____	4.	Likes to participate in group activities
____	____	5.	Needs highly structured learning environment
____	____	6.	Prefers to search out topics on his own
____	____	7.	Works only with frequent encouragement from teacher
____	____	8.	Shares knowledge and skills
____	____	9.	Works well with peers
____	____	10.	Needs challenge from peers
____	____	11.	Requires clear, simple directions
____	____	12.	Prefers to experiment independently

Adapted from: Fuhrmann, B. S., & Grasha, A. F. (1983). A practical handbook for college teachers. Boston: Little, Brown.

True	False		
		III.	LEARNING MODALITY
____	____	1.	Follows visual diagrams, charts, and graphs easily
____	____	2.	Possesses neat handwriting skills
____	____	3.	Follows oral directions easily
____	____	4.	Reads rapidly and accurately
____	____	5.	Follows oral directions with difficulty
____	____	6.	Reads word by word and loses place often when reading
____	____	7.	Appears well coordinated and has good rhythmic movements
____	____	8.	Does well in athletics and physical activities
____	____	9.	Appears brighter than tests show
____	____	10.	Uses finger or pencil as a marker when reading
____	____	11.	Possesses good sight vocabulary
____	____	12.	Chooses free activities which are physical, e.g., playing basketball or running, rather than reading or listening to records

RECORDING SHEET

Directions: Check the question number under each category if that response was marked true. The category with the most checks best describes the student's learning style. Students may exhibit a combination of styles.

I. Approaches to New Learning

Adventurers	Ponderers	Drifters
1. ________	2. ________	3. ________
6. ________	5. ________	4. ________
7. ________	8. ________	11. ________
9. ________	10. ________	12. ________

Student is a(n) ____________________

II. Overall Learning Style

Dependent	Collaborative	Independent
1. ________	2. ________	3. ________
5. ________	4. ________	6. ________
7. ________	9. ________	8. ________
11. ________	10. ________	12. ________

Student is ________________________

III. Perceptual Style or Modality

Visual	Auditory	Tactile - Kinesthetic
1. ________	3. ________	2. ________
4. ________	6. ________	7. ________
5. ________	9. ________	8. ________
11. ________	10. ________	12. ________

Student prefers __________________ modality.

LEARNING STYLE SCORESHEET

Student's Name ______________________________

Directions Special Education teacher checks appropriate spaces after scoring Learning Style Inventory. Scoresheet is given to regular teachers along with appropriate teaching suggestions (see next 11 pages).

I. How student approaches new learning situation:

Adventurer ____
Ponderer ____
Drifter ____

II. Student's Overall Learning Style:

Dependent ____
Collaborative ____
Independent ____

III. Student's preferred learning modality:

Visual ____
Auditory ____
Tactile - Kinesthetic ____

From Special to Regular Teacher:

Student Profile of Learning Styles

Name: ______________________________

Resource Teacher: ____________________

I. A. How student approaches new learning situations:

Approach to Learning	Characteristics	Teaching Methods
Adventurer	Student is impulsive and responds quickly. May be unconcerned with correct responses. Demonstrates creativity and desire to explore new areas of learning.	Ask questions designed to allow for further investigations, e.g., "What do you think would happen if ...?" Allow student to engage in frequent creative process and independent study. Provide access to rich environment, e.g., reading materials, equipment, project resources. Plan curriculum jointly with student and hold frequent conferences to check progress. Attempt to reduce impulsive behaviors through reinforcement for careful work habits, modeling and direct instruction. (Blackman, S., & Goldstein, K. M., (1982). Cognitive styles and learning disabilities. *Journal of Learning Disabilities*. *15*, 106-112.

From Special to Regular Teacher:

Student Profile of Learning Styles

Name:________________________________

Resource Teacher:________________________

I. A. How student approaches new learning situtations:

Approach to Learning	Characteristics	Teaching Methods
Ponderer	Student works slowly and deliberately. Likes to analyze and see how things work. Intrigued by details. Produces good quality work.	Behavior modification programs Positive reinforcement for correct efforts, corrective reinforcement for errors, e.g. "Good, but let's look at #7 again." Structured, individualized program, e.g., self-checking learning centers Self checking devices

From Special to Regular Teacher:

Student Profile of Learning Styles

Name: ______________________________

Resource Teacher: _____________________

I. A. How student approaches new learning situation:

Approach to Learning	Characteristics	Teaching Methods
Drifter	Hard to get started on task at hand. Dependent on others for motivation and feedback. Needs frequent reinforcement for continued performance. Prefers group work. Below average in achievement.	Support of peers in small group setting, directed by teacher Frequent guidance and feedback Physical nearness of teacher, aide, or peer tutor Frequent success and rewards for success Work area free from major distractions, e.g., study carrel Short, varied work sessions Structured assignments with clear directions Opportunity for immediate application and practive of new skills or knowledge Behavior modification program

Adapted from:

Charles, C. M. (1980). Individualizing instruction. (2nd ed.). St. Louis: Mosby. Reprinted by permission.

MATCHING LEARNING APPROACHES TO TEACHING STRATEGIES

Teaching Strategies	Independent/ Adventurers	Collaborative/ Ponderers	Dependent/ Drifters
EXPOSITORY			
lecture		x	
telling			x
sound filmstrip	x	x	x
explanation		x	x
panels			x
recitation	x		x
audio recording	x	x	
motion pictures	x	x	x
discussion		x	
INQUIRY			
asking questions	x	x	x
stating hypothesis	x		
coming to conclusions	x	x	
interpreting	x	x	x
classifying		x	x
self-directed study	x		
testing hypothesis	x		
observing	x		x
synthesizing		x	
DEMONSTRATION			
experiments	x	x	x
exhibits			x
simulation and games			x
modeling	x	x	x
field trips	x	x	x
ACTIVITY			
role playing	x	x	x
construction	x	x	x
preparing exhibit	x	x	x
dramatizing	x	x	x
processing	x	x	x
group work		x	x

Wood, J. W., & Miederhoff, J. W. Adapting Teaching Techniques. In press.

MATCHING LEARNING APPROACHES TO TEACHING STRATEGIES (cont'd)

Teaching Strategies	Visual	Auditory	Kinesthetic
EXPOSITORY			
lecture		x	
telling		x	
sound filmstrip		x	
explanation		x	
panels		x	
recitation		x	
audio recording		x	
motion pictures	x	x	
discussion		x	
INQUIRY MODE			
asking questions		x	
stating hypothesis		x	
coming to conclusions		x	
interpreting		x	
classifying		x	
self-directed study	x	x	x
testing hypothesis			
observing	x		
synthesizing			
DEMONSTRATION MODE			
experiments	x		x
exhibits	x		
simulation and games	x	x	x
modeling	x	x	x
field trips	x	x	x
ACTIVITY MODE			
role playing	x	x	x
construction	x	x	x
preparing exhibits	x	x	x
dramatizing	x	x	x
processing	x	x	x
group work	x	x	x

Wood, J. W., & Miederhoff, J. W. *Adapting Teaching Techniques*. In press.

ADAPTATIONS FOR PREFERRED PERCEPTUAL STYLES

VISUAL STYLE

If the student is primarily a visual learner, adapt the teaching strategies by:

1. Writing directions on the chalkboard as well as giving them verbally. Give a copy of assignments in written form, e.g., a weekly assignment sheet.
2. Using flash cards printed in bold colors.
3. Supplementing lectures with colorful transparencies shown on the overhead projector. Also use models, charts, graphs and other visual aids.
4. Allowing students to read assignments rather than depending on oral presentations.
5. Allowing written reports or projects rather than oral ones.
6. Having student take notes on important words, concepts and ideas.
7. Providing a written copy of boardwork if student has difficulty copying.

ADAPTATIONS FOR PREFERRED PERCEPTUAL STYLES

AUDITORY STYLE

If the student learns best through the auditory channel teaching strategies can be better matched to the student's style by making any of the following adaptations:

1. Record assignment directions on tape or cassette so the student can replay them as needed.
2. Give verbal as well as written directions.
3. Tape textbook materials for the student to listen to while reading. Tape only the most important information and simplify vocabulary.
4. Give an oral rather than written test or allow tests to be administered by the special education teacher in the resource room.
5. If practice is needed, student can use tape-recorder to recite and then play back. Student can practice aloud with another student.
6. Substitute oral reports or other projects for written assignments.
7. Have another student read important information to the mainstreamed student.

ADAPTATIONS FOR PREFERRED PERCEPTUAL STYLES

TACTILE-KINESTHETIC STYLE

If the student learns primarily by touching or moving, the following teaching strategies may be useful:

1. Use frequent classroom demonstration and participatory modeling.
2. Allow student to build models, draw pictures or make a display instead of writing reports. Other ideas include making filmstrips, performing experiments and dramatizations.
3. Use role-play and simulations.
4. Provide a lecture outline for student and give notetaking instructions.
5. Allow the student to move about, e.g., to another seating area during class.
6. Use manipulative objects, especially when teaching abstract concepts, e.g., fractional parts, measurement, geometry.

THE VISUAL MODALITY

POSSIBLE BEHAVIORS		POSSIBLE TECHNIQUES		
Pupil who is strong visually MAY:		The teacher may utilize these:		
SHOW THE FOLLOWING STRENGTHS	SHOW THE FOLLOWING WEAKNESSES	FORMAL ASSESSMENT TECHNIQUES	INFORMAL ASSESSMENT TECHNIQUES	INSTRUCTIONAL TECHNIQUES
Possess good sight vocabulary Demonstrate rapid reading skills Skim reading material Read well from picture clues Follow visual diagrams and other visual instructions well Score well on group tests Perform nonverbal tasks well	Have difficulty remembering a sequence of oral directions. Ask "What are we supposed to do?" immediately after oral instructions are given. Appear confused with great deal of auditory stimuli. Have difficulty discriminating between words with similar sounds.	Give lists of words which sound alike. Ask pupil to indicate if they are the same or different. Ask pupil to follow specific instructions. Begin with one direction and continue with multiple instructions. Show pupil visually similar pictures. Ask him to indicate whether they are the same or different. Show pupil a visual pattern, i.e., block design or pegboard design. Ask pupil to duplicate.	Observe pupil in tasks requiring sound discrimination, i.e., rhyming, sound blending. Observe pupil's sight vocabulary skills. These skills should be strong in visual learners. Observe to determine if the pupil performs better when he can see the stimulus.	Reading: Stress sight vocabulary, configuration clues, context clues. Mathematics: Show examples of mathematical functions. Spelling: Avoid phonetic analysis, stress structural clues, configuration clues. Generally: Allow a pupil with strong auditory skills to act as another child's partner. Allow for written rather than verbal responses.

THE AUDITORY MODALITY

POSSIBLE BEHAVIORS

POSSIBLE TECHNIQUES

Pupil who is strong auditorily MAY:

The teacher may utilize these:

SHOW THE FOLLOWING STRENGTHS	SHOW THE FOLLOWING WEAKNESSES	FORMAL ASSESSMENT TECHNIQUES	INFORMAL ASSESSMENT TECHNIQUES	INSTRUCTIONAL TECHNIQUES
Follow oral instructions very easily Do well in tasks requiring phonetic analysis Appear brighter than tests show him to be Appear very articulate Perform well verbally	Lose place in visual activities Read word by word Reverse words when reading Make visual discrimination errors Have difficulty with written work; poor motor skill Have difficulty copying from the blackboard	Present statement verbally; ask pupil to repeat. Tap auditory pattern beyond pupil's point of vision. Ask pupil to repeat pattern or indicate if they are the same or different. Provide pupil with several words in a rhyming family. Ask pupil to add more.	Observe whether pupil reads with the use of finger or pencil as a marker. Observe whether pupil whispers or barely produces sounds to correspond to his reading task. Observe pupil who has difficulty following purely visual directions.	Reading: Stress phonetic analysis, sight vocabulary or fast reading. Allow pupils to use markers, fingers, etc., to keep their place. Mathematics: Provide audio tapes of story problems. Verbally explain processes as well as demonstrate. Spelling: Build on syllabication skills, utilize sound clues. Generally: Utilize work-sheets with large unhampered areas. Use graph paper to align problems. Allow for verbal rather than written responses.

THE TACTILE-KINESTHETIC MODALITY

POSSIBLE BEHAVIORS

POSSIBLE TECHNIQUES

Pupil who is strong tactile-kinesthetically MAY:

The teacher may utilize these:

SHOW THE FOLLOWING STRENGTHS	SHOW THE FOLLOWING WEAKNESSES	FORMAL ASSESSMENT TECHNIQUES	INFORMAL ASSESSMENT TECHNIQUES	INSTRUCTIONAL TECHNIQUES
Exhibit good, fine and gross motor and balance. Exhibit good rhythmic movements. Demonstrate good cutting skills. Manipulate puzzles and other materials well. Identify and match objects easily. Demonstrate neat handwriting skills.	Depends on the "guiding" modality of preferred modality since tactile-kinesthetic is usually a secondary modality. Weaknesses may be in either the visual or auditory mode.	Ask pupil to walk balance beam or along a painted line. Set up obstacle course involving gross motor manipulation. Have pupil cut along straight, angled and curved lines.	Observe pupil in athletic tasks. Observe pupil maneuvering in classroom space. Observe pupil's spacing of written work on a paper. Observe pupil's selection of activities during free play, i.e., does he select puzzles or blocks as opposed to records or books.	Reading: Stress the shape and structure of a word; use configuration clues. Mathematics: Utilize objects in performing the arithmetic functions; provide calculators. Spelling: Allow students to practice writing new words before test.

From Teaching Children with Special Needs: Elementary Level (Owings Mills, MD: Maryland State Department of Education, Division of Instructional Television). Copyright by Maryland State Department of Education, Division of Instructional Television. Slight modifications made in instructional techniques. Reprinted by permission.

SUGGESTED TEACHING STRATEGIES FOR PREFERRED LEARNING MODALITIES

Visual Modality

Have students use visuals:

- bulletin boards
- posters
- transparencies
- slides
- films/filmstrips
- TV
- graphs
- illustrations
- blackboard lessons

Have students observe:

- experiments
- demonstrations
- dramatic presentations
- animal behavior
- role play

Have students read:

- textbooks
- newspapers
- bulletin boards
- reports
- maps

Auditory Modality

Have students listen to:

- TV
- records
- lectures
- speeches
- debates
- discussions
- interpretive readings
- concerts
- interviews
- audio tapes

Have students interact/verbalize through:

- oral reports
- panels
- brainstorming
- discussions
- oral questions and answers
- round robins

Tactile-Kinesthetic Modality

Have students touch/feel/measure:

- objects
- textures
- temperatures
- weights
- lengths/distances
- pressures

Have students write/copy:

- problems
- notes
- drawings
- charts
- graphs

Have students try/do/use:

- games
- experiments
- physical exercises
- manipulative materials
- pantomines

Have students make/construct/draw:

- models
- collages
- journals
- timelines
- paintings
- bulletin boards
- banners
- drawings
- slide shows
- maps

SAMPLE MATCH-UP OF INSTRUCTIONAL TECHNIQUES AND LEARNING MODALITIES

Subject: Science
Objective: Students will be able to label the parts of the human ear.

Preferred Modality	Instructional Techniques (INPUT)	Student Response (OUTPUT)
Auditory	Lecture which includes identification of ear parts. Student follows on individual drawing.	Student verbally identifies ear parts on drawing for teacher, another student or tape recorder.
Visual	Identify ear parts on labeled transparency on overhead projector. Provide commercial model of ear for visual identification.	Student labels parts of ear on individual drawing
Tactile/ Kinesthetic	Lecture combined with identification of ear parts. Student has model of ear to manipulate during lecture.	Student writes names of ear parts on removable adhesive labels which he attaches to model
Multi-Sensory	Combination of all 3 techniques is preferred approach for whole class instruction.	Any or all of the above techniques plus others individually suited to the learner.

Wood, J. W. & Miederhoff, J. W. Adapting Teaching Techniques. In press.

(To be completed by Special Education Teacher)

OTHER FACTORS AFFECTING LEARNING

Directions: Check all statements which describes the student's learning style.

I. Time

____ Learns best early in the day
____ Learns best in the mid-morning
____ Learns best after lunch
Other ______________________ (specify)

II. Sound

____ Studies best when it is quiet
____ Needs study carrel to block out distractions
____ Can concentrate with some noise
____ Studies best with music playing softly
____ Works best in the library
Other ______________________ (specify)

III. Seating Arrangements

____ Prefers to sit in assigned seat
____ Works best in front of room
____ Works best in middle of room
____ Works best in back of room
____ Likes to vary seating (e.g., from desk to activity center)
____ Needs to be seated close to teacher
Other ______________________ (specify)

IV. Class Procedures/Organization

____ Enjoys creative projects and self-directed study
____ Needs teacher direction to complete a task
____ Works well on behavior-referenced learning packets
____ Needs simplified oral and written directions
____ Needs a study guide and daily assignments sheet
____ Has trouble copying from blackboard
____ Have peer make copy of notes or give student lecture outline
Other ______________________ (specify)

V. Group Size

______ Works best independently
______ Works well with another student
______ Needs one-to-one help as much as possible
______ Prefers working in small groups
______ Likes to work in large groups
Other _________________________
(specify)

VI. Attention Span

______ Is easily distracted
______ Needs quiet area to work
______ Needs shortened assignments
______ Works best when quiet and noisy activities are alternated
______ Needs to move from desk occasionally
Other _________________________
(specify)

VII. Pace of Rate of Instruction

______ Proceeds at slower rate than average
______ Needs extra time to finish assignments
______ Needs directions clarified and simplified
______ Needs to have important ideas repeated
Other _________________________
(specify)

Other Factors Affecting Learning

1. Climate - Refers to the classroom's emotional atmosphere. Mildly handicapped children tend to work better in a classroom with an open, warm, trusting and accepting climate. The teacher can be friendly, supportive, reinforcing and concerned.

2. Time - Students learn better at different times of the day. Secondary teachers generally cannot schedule their subjects at the best time for each student. However, they can be aware of time and try to adapt lesson plans accordingly.

3. Sound - Many mildly handicapped students prefer a quiet classroom because noise distracts them and interferes with learning. Adaptations for these students may be made; e.g., quiet learning centers, earphones to filter noise, smaller classes and study carrels.

4. Seating Arrangements - Teachers should try to provide a structured, yet flexible, seating arrangement for MH students. Variations to traditional seating include going outdoors for class, sitting on the floor and working in small groups. Teacher should consider special needs such as allowing a kinesthetic learner to move from his desk to listening center or work area.

5. Class Procedures/Organization - If class procedures are matched with the student's learning styles, they are more effective. Matching assignments to learning styles is important since the average assignment is usually too difficult for the MH student. For example, the adventurers would only need requirements and resources to begin a self-directed project: the ponderers would work best with a behavior referenced packet or on the computer; and the drifters might be lost during a lecture but might benefit from a demonstration which applies a skill he's learning to a life situation; e.g., learning to fill out forms for job applications.

6. Group Size - Some students work better in small groups, some in large groups, some one-to-one. The teacher must assess student performance and select an appropriate method. Most mildly handicapped students do not function well in large groups.

7. Attention Span - Many mildly handicapped students can not attend for very long. Teachers can vary techniques and activities accordingly. Teachers who match tasks to attention span will find that the student masters tasks at a faster rate.

8. Pace or Rate - Mildly handicapped students often cannot proceed according to a pace established for a large group. Students with learning problems don't do well under time pressure, but need to proceed at their own rate.

Adapted from:

Charles, C. M. (1980). Individualizing instruction. (2nd ed.). St. Louis: Mosby.

Arent, R. P. (1976, April). Stretching strategies: Individualized learning for successful mainstreaming. Paper presented at the Annual International Convention, The Council for Exceptional Children, Chicago, IL.

II. ADAPTING TEACHING STRATEGIES

MAJOR TEACHING MODES

Teachers use one of four major teaching modes when teaching: the expository mode, the inquiry mode, the demonstration mode, or the activity mode. Each of the modes has several teaching techniques common to it, and teachers can adapt or modify these techniques to meet the needs of their mainstreamed students. Adaptations for each of the techniques can be found on subsequent pages.

EXPOSITORY MODE

This mode focuses on direct instruction by the teacher in the form of explanation.

Alternative Teaching Strategies for the Expository Mode

Teaching Strategies	Alterations or Modifications to the Strategies
*Lecture	Provide lecture outlines
	Provide copy of lecture notes
	Use transparencies to provide a visual presentation simultaneously with lecture
Telling	Be specific in information given
	Be sure you have student's attention
	For students with short attention spans, give information in small segments
Sound Filmstrip	Provide visuals when possible
	Use earphones for easily distracted students
Explanation	Keep simple and direct
	Provide an outline of explanation
Audio Recording	Present with visuals
	Use earphones for easily distracted students
Motion Pictures	Orient to movie prior to showing
	Be sure the length is appropriate
	Place students with auditory problems close to sound

***Handouts with adapted teaching techniques are included for this technique.**

Alternative Teaching Strategies for the Expository Mode (cont'd)

Teaching Strategies	Alternations or Modifications to the Strategies
	Review main points of film
	Provide a brief outline of main points
Discussion	For the handicapped student, direct questions which you know that they can answer
	Keep discussions short
	As points are made, list visually on board or transparency
	Divide class into groups for mini-discussions

Adapted from:

Wood, J. (1984). Adapting instruction for the mainstream: A sequential approach to teaching. Columbus, Ohio: Merrill. Reprinted by permission.

A. ADAPTING LECTURE STRATEGIES

Mildly handicapped students often display perceptual deficits, particularly auditory processing difficulties. For this reason, they have difficulty in classrooms where the majority of instruction is in lecture form. Following are suggested methods for adapting the lecture for mainstreamed students. The teacher will find that these modifications will be helpful learning aids for all students, not just the mildly handicapped.

1. Multisensory Adaptations

1. Overhead projector - use to highlight main ideas from lecture using colored pens to circle or underline important concepts. Teacher may cover transparency and reveal only one concept at a time.

2. Videotapes - the taped lecture can be played back for the student to review. It can also be used for a student who misses all or part of the lecture.

3. Tape recorders - student can record the lecture and play back for test review or aid in notetaking.

4. Graphic materials - visual aids, e.g., charts, models, globes, maps and pictures help student who may have auditory processing problems.

5. Bulletin boards - helpful when presenting new information or as reinforcement for new concepts.

2. Visual Outlines of Lecture

Visual outlines of the lecture help students through a graphic whole-part-whole approach to learning. The student can view the "whole" of the lecture and then listen to a presentation of the "parts" of the lecture. A sample visual outline follows:

VISUAL OUTLINE OF LECTURE

Subject: WORLD GEOGRAPHY
Chapter 27 - The Midwest: Farms and Factories

- I. Size of the Midwest
  - A. Boundaries
  - B. States
- II. Hills and Plains
  - A. Formation during the ice age
  - B. Till or boulder clay
- III. The Great Lakes
  - A. Lake Superior
  - B. Lake Michigan
  - C. Lake Huron
  - D. Lake Erie
  - E. Lake Ontario
- IV. The Rivers
  - A. Mississippi River
    - 1. Missouri River
    - 2. Ohio River
  - B. Flooding
- V. Climate
  - A. Summer
  - B. Winter

Adapted from: Wood, J., & Rosbe, M. (1985). Adapting the classroom lecture for the mainstreamed student in the secondary schools. *The Clearing House*, *58*, 354-358. Reprinted by permission.

3. Slot Outline

The slot outline requires less memory load for students. The teacher gives the students an outline and students takes notes in the spaces provided. This method also aids the student in learning the correct way to take notes. Teachers can provide a correct slot outline for students to revise their papers.

SLOT OUTLINE

Example: Biology
Chapter 2 - Individuals and Populations

I. Definition: Individuals carry on the ________________ processes independently.

Definition: Populations are ________________ of individuals.

II. Characteristics of Populations

A. ____.

B. The amount of change is called the ______________________________.

C. Decrease in population is ___________________________________.

D. Rate at which the population ______________ is called the birthrate.

III. Interaction of Rates

A. Four types of interactions are birthrate, immigration, _____________, and ________________.

B. The four rates are called ________________ of population size.

C. Density is the number of ________________ in a population in relation to the amount of ________________ they occupy at a given time.

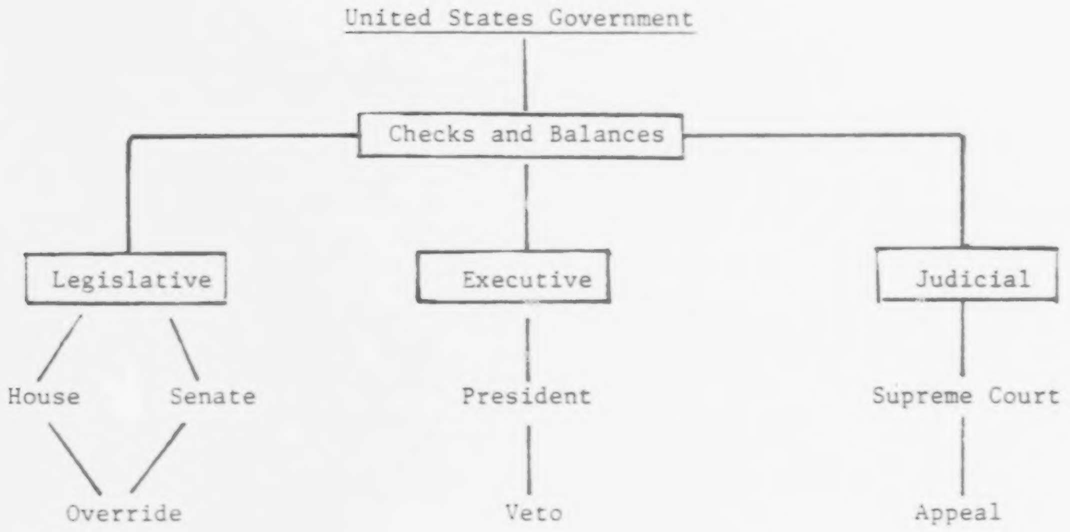
Adapted from:

Wood, J., & Rosbe, M. (1985). Adapting the classroom lecture for the mainstreamed student in the secondary schools. *The Clearing House*, *58*, 354-358. **Reprinted by permission.**

4. Structured Overview

The structured overview visually presents the major and minor topics of the lecture. They may be shown on the overhead or made into a handout. Students may learn to make overviews of their own using a fading technique, gradually reducing the number of clues until the student can generate his own overview.

STRUCTURED OVERVIEW


United States Government
Checks and Balances
Legislative
Executive
Judicial
House
Senate
President
Supreme Court
Override
Veto
Appeal

Adapted from: Wood, J., & Rosbe, M. (1985). Adapting the classroom lecture for the mainstreamed student in the secondary schools. *The Clearing House*, *58*, 354-358.

STUDY GUIDES

After the lecture, study guides can be given to the students for review. A well-organized study guide provides vocabulary, definitions, and facts to be reviewed. It may also suggest further reading and present other information to be learned.

Definition - A study guide structures study efforts by providing a framework for organizing learning.

PARTS OF A STUDY GUIDE

1. Purpose, Significance, and Goals - indicates what should be learned and why. Goals suggest what the student should accomplish while studying.

2. Text References - indicates location of material to be studied. It also indicates if handouts, notes, films and other sources of instruction are included.

3. Outline of the Subject Matter - indicates how various topics under study relate to each other. It provides a graphic mapping out of the subject matter. This is especially helpful if more than one source of material is covered.

4. Questions on the Subject Matter - questions should:
   * Focus student's attention on the important elements of the topic under study.
   * Help the student process the subject matter internally.
   * Encourage rehearsal of the information before testing.
   * Give page numbers where answers can be found.

5. Key Words and Phrases - a list of the new concepts and principles which are introduced in the assignment. It includes page numbers for reference. For mainstreamed students, definitions may need to be filled in or a word bank provided.

6. Assignment Test - enables the student to evaluate his mastery of the assignment. He can practice on the types of questions which will be given on the exam. Assignment tests should be identical to test format; provide an answer key for self-checking; and be clearly and concisely written.

Wood, J. W. & Miederhoff, J. W. Adapting Teaching Techniques. In press.

SUGGESTIONS FOR ADAPTING STUDY GUIDES

* A slot outline may be used as a study tool. The student would be required to fill in the important elements on the outline. This can be done in the classroom with answers provided on the chalkboard. Or, the student could complete the outline at home, with a word bank to work with.

* Special education teachers may be willing to take key ideas from the study guide and put them on flash cards for students to review.

* A classroom "buddy" may assist the mainstreamed student in making marginal notes on the guide as the teacher explains it.

* The design of the study guide questions should match the test questions.

* The number and types of questions which will appear on the exam may be indicated on the study guide. For example, 10 multiple choice, 10 true-false, and 5 essay.

* For completion or fill-in-the-blank questions, provide a word bank for the student.

Wood, J. W. & Miederhoff, J. W. Adapting Teaching Techniques. In press.

(A special thanks to Carole Pinover, Midlothian High School, Midlothian, VA for ideas on using study guides.)

BENEFITS OF A STUDY GUIDE

* Provides structure to study efforts

* Gives goals for student to strive for

* Indicates location of materials for study

* Indicates how topics under study relate to each other

* Reminds student of important topics to remember for test

* Provides test taking practice

* Provides private test results before actual test, enabling the student to determine his success in learning the material

Adapted from:

Duchastel, Philippe. (1983). Toward the ideal study guide: An exploration of the functions and components of study guides. _British Journal of Educational Technology_, _14_ (3), 216-231.

Other Hints for Lecturing

Weekly assignment sheet:

Clearly presents student responsibilities.

Teacher can see when assignments for other classes are due and avoid overloading student.

Aids communication between regular and special teachers.

Note-taking:

Discuss outlines before lecturing, pointing out the relationship of parts to whole.

Teach note-taking as part of the curriculum.

Test-taking:

Test just as students have been taught. E.g., if students were taught recognition of facts, essay questions are not appropriate.

Tell students what to expect and give sample questions.

Teach students how to take a test.

Assess student's ability to follow the lecture:

Collect notes occasionally to see if note-taking is accurate.

Further adapt the lecture if notes are distorted.

Wood, J. W. & Miederhoff, J. W. Adapting Teaching Techniques. In press.

INQUIRY MODE - ASKING QUESTIONS

As teachers teach, they generally ask questions to see if students have learned the information presented. All questions can be classified as to difficulty by using Bloom's Cognitive Taxonomy. There are six levels in the taxonomy, ranging from Knowledge (simplest) to Evaluation (most difficult). Teachers need to realize that their questions reflect different taxonomy levels. Adapting questions for mainstreamed students involves knowing the level of one's questions and changing the level if necessary. For example, if a student could answer only those questions at a knowledge level, more difficult questions would need to be adapted. The following pages provide a list of the taxonomy levels, common verbs which are used in questions at that level, examples of questions at each level, and a sample test to determine on what taxonomy level a student functions.

INQUIRY MODE

This mode involves asking questions and investigating a problem.

Alternative Teaching Strategies for the Inquiry Mode

Teaching Strategies	Alterations or Modifications to the Strategies
*Asking Questions	Be sure that the questions asked the mildly handicapped are on the lower taxonomy scale, e.g., knowledge, comprehension (see next page for examples of questions at each level of Bloom's Taxonomy level) Call student's name before directing a question to him/her Do not embarrass the mildly handicapped by asking questions which they cannot answer
Stating Hypotheses	Handicapped student may need to choose from two of three hypotheses instead of having to decide upon their own
Coming to Conclusions	High functioning students will be able to do this; others will need assistance
Interpreting	Assistance from peer tutor or teacher may be required
Classifying	Classifying concrete instead of abstract concepts will be easier
Self-directed Study	Give specific directions as to what to do Directions should be short, simple, and few in number Resources for the student should be collected and placed in one area for the student

Adapted from:

Wood, J. (1984). *Adapting instruction for the mainstream: A sequential approach to teaching*. Columbus, Ohio: Merrill. Reprinted by permission.

MAJOR LEVELS OF BLOOM'S TAXONOMY

Level	Objective	Descriptive
Basic (low)	Knowledge	The learner can recall information (i.e., bring to mind the appropriate material).
	Comprehension	The learner understands what is being communicated by making use of the communication.
	Application	The learner uses abstractions (e.g., ideas) in particular and concrete situations.
	Analysis	The learner can break down a communication into its constituent elements or parts.
	Synthesis	The learner puts together elements or parts to form a whole.
Advanced (high)	Evaluation	The learner makes judgments about the value of material or methods for a given purpose.

VERBS FOR STATING BEHAVIORAL OBJECTIVES

Cognitive Domain

A teacher can determine the taxonomy level of a behavioral objective by examining the verb in the objective. By finding that verb in one of the following categories he/she can determine the difficulty level of the question.

1. Knowledge - Remembering previously learned materials

Cite
Define
Identify
Label
List
Match
Name
Quote
Recite
Reproduce
Pronounce
State

Answers who? what? when? where? questions

2. Comprehension - ability to grasp the meaning of material

Alter
Change
Convert
Depict
Describe
Discover
Explain
Give examples
Give main idea
Illustrate
Interpret
Paraphrase
Manage
Rephrase
Represent
Restate
Reword
Relate
Substitutes
Summarize
Translate
Vary

3. Application - ability to use learned material in new and concrete situations

Apply
Classify
Compute
Demonstrate
Direct
Discover
Employ
Evidence
Manifest
Manage
Predict
Prepare
Present
Relate
Show
Solve
Utilize

Answers how many? which? what is? write an example

4. Analysis - ability to break down material into its component parts so that its organizational structure may be understood

Ascertain
Analyze
Associate
Conclude
Designate
Determine
Diagnose
Diagram
Differentiate
Discriminate
Dissect
Distinguish
Divide
Examine
Find
Infer
Outline
Point Out
Reduce
Separate

Answers why? questions

5. Snythesis - ability to put parts together to form a new whole

Combine
Compile
Compose
Conceive
Create
Design
Develop
Devise
Expand
Extend
Generalize
Integrate
Invent
Modify
Originate
Plan
Pose
Propose
Project
Rearrange
Revise
Rewrite
Synthesize
Theorize
Write

Answers How can we improve? What would happen if? How can we solve questions?

6. Evaluation - ability to judge the value of material for a given purpose

- Appraise
- Assess
- Compare
- Conclude
- Contrast
- Criticize
- Critique
- Deduce
- Evaluate
- Judge
- Weigh

Examples of Questions by Taxonomy Levels

Taxonomy Level	Sample Questions
Knowledge	1. What is the capital of the U.S.?
	2. Where was the first Civil War battle fought?
	3. Which country produces the most oil?
	4. Identify the main idea of the paragraph.
Comprehension	1. What is the main idea of the poem?
	2. Explain what communism means.
	3. Describe a democracy.
	4. Summarize the story in your own words.
Application	1. Predict what would happen if the restrictions on immigration from Mexico are lifted.
	2. You have been give a problem in plane geometry. Which of these answers is correct? (Solve)
	3. Classify the 3 poems below as either sonnets, odes or ballads.
	4. Which of the following animals are mollusks?
Analysis	1. Why did Mark Twain write about the Mississippi River?
	2. Analyze Poe's short story "The Telltale Heart." Indicate his uses of imagery and cite examples from the story.
	3. Now that we have studied Mendel's theory, what can we conclude about the children of parents who both have blue eyes?
	4. Outline chapter 7 of your text.
Synthesis	1. Imagine you are President of the U.S. How would you handle the situation in Libya? (Solve problems)
	2. Design an exhibit for the science fair on "The Underwater World."

ADAPTATIONS OF MODELING FOR MAINSTREAMED STUDENT

1. Exaggerate the presentation to make the concept being modeled clear.
2. Utilize several short time spans rather than one long demonstration.
3. Model in hierarchical sequence.
4. Videotape modeling for student to replay.
5. Perform in same manner as first presentation when repeating.
6. Provide a lecture outline on which the student may take notes.

Wood, J. W. & Miederhoff, J. W. Adapting Teaching Techniques. In press.

ACTIVITY MODE

Teaching uses actual student participation in experiences so that students learn by doing.

Alternative Teaching Strategies for the Activity Mode

Teaching Strategies	Alternations or Modifications to the Strategies
*Group Work	Assign peer tutor
	Select an activity which you know the mainstreamed student can succeed in
	Use a variety of grouping procedures
*Role Playing	Be sure that the student understands the role to be played
	Short line or no lines at all may be best
	Respect the privacy of the student who does not want a role
	Let this student be an assistant to another role player
Construction	Select project for mainstreamed student or have them select from a short list
	It would serve a two-fold purpose if the project to be constructed includes objectives to be obtained
	Provide a sequential checklist for each step
Preparing Exhibits	Assign a peer tutor to the mainstreamed student
	Observe rules stated under construction
Dramatizing	Respect the mainstreamed student's need to keep a low profile
	Give them a part helping another student, preparing sets, etc.

Teaching Strategies	Alternations or Modifications to the Strategies
Processing	Steps must be clearly stated Keep the format sequential and short in form

Adapted from:

Wood, J. (1984). Adapting instruction for the mainstream: A sequential approach to teaching. Columbus, Ohio: Merrill. Reprinted by permission.

GROUP WORK

Definition - A method of structuring a class so that students work together to achieve a shared academic goal.

THREE KINDS OF GROUP WORK

1. Peer Tutoring
2. Group Project
3. Jigsaw

PEER TUTORING - Two students work together, one as an instructor, under the supervision of the classroom teacher. (For a detailed discussion of peer tutoring refer to the Adapting the Environment packet).

GROUP PROJECT - Students pool their knowledge and skills in order to create a project or complete an assignment.

Example - The group is assigned to develop a bulletin board display about a particular historical figure. Individual students then contribute to the group's project.

JIGSAW - Each group member is assigned a task that must be completed for the group to reach its goal.

Example - For a lesson on famous milestones in space, the teacher assigns each student one segment of the topic, e.g., John Glenn's orbit of the earth. Each student learns about his topic and teaches the others in the group. When the group has completed its parts, evaluation of the entire presentation is given.

ADVANTAGES OF GROUP WORK

1. Students are responsible for other group members, which encourages liking and learning among students.
2. Assignments can be individualized without working 1 to 1.
3. Teachers can structure the student's assignments so that each group member can succeed.
4. Mainstreamed students can be given a short, simple part of the assignment.
5. Reduces time teacher must spend in preparation.
6. Improves behavior control by minimizing time focused on one student.
7. Motivates reluctant students through social interaction.
8. Prevents boredom through the use of a variety of group assignments.
9. Students can contribute something from their area of expertise. For example, if they are good in art, they can volunteer (or be assigned) to do the art for the group.
10. Because all students are equally involved in the group's decision, mainstreamed students feel highly motivated.

Adapted from:

Schniedewind, N., & Salend, S. J. (1987). Cooperative learning works. Teaching Exceptional Children, 19 (2), 22-25.

D'Zamko, M. E., & Raiser, L. (1986). A strategy for individualizing directed group instruction. Teaching Exceptional Children, 18 (3), 190-195.

ROLE-PLAYING

Definition - When a person imagines that he is either himself or another person in a particular situation and acts as he feels this person would. As a result of doing this, the participants and observers learn something about the person and/or situation.

COMMON USES OF ROLE-PLAYING

* To arouse interest and provide motivation

* To explore subjects in more depth

* To teach skills and develop communication

* To test alternative behaviors

* To change attitudes

* To help with personal and or class conflicts and problems

ADVANTAGES OF ROLE PLAYING

- Allows students to express their true feelings without risk.
- Frees students to discuss private issues without embarrassment
- Allows students to learn to empathize with others by taking on another identity.
- Gives students practice in alternative behaviors and changing attitudes.
- Brings academic subjects to life making them more meaningful.
- Acts as motivation and increases interest because it is based on activity.
- Helps to provide real-life examples for academic content.

(Adapted from: Van Metz, Chesler & Fox, 1966)

STEPS IN ROLE PLAYING

1. Select the role playing situation.
2. Warm-up with some simple charades or other similar exercise.
3. Explain the general situation to participants and observers.
4. State the problem to be worked on including setting.
5. Explain roles participants will be playing.
6. Explain roles audience will be expected to perform.
7. Stage the role playing exercise.
8. Follow the role playing with discussion.
9. Evaluate the exercise.

Adapted from:

Chesler, M., & Fox, R. (1966). Role-playing methods in the classroom. Chicago: Science Research Associates.

ROLE PLAYING

MODIFICATIONS FOR MAINSTREAMED STUDENTS

1. Allow students to take a non-speaking role or no role at all if they are uncomfortable.
2. All responses must be accepted without criticism or ridicule from teacher or from peers.
3. Students with auditory processing problems may need the directions written down as well as given orally.
4. Allow the students to practice and warm-up with several small activities prior to a major role play session.
5. Videotapes of role plays may help the student recall aspects of the exercise for review and study.
6. Mainstreamed student may serve as an active observer, recorder of role play, timekeeper, etc.

Wood, J. W. & Miederhoff, J. W. Adapting Teaching Techniques. In press.

III. ADAPTING TEACHING TECHNIQUES FOR THE COGNITIVE DOMAIN

Sources of Information
for Regular Teachers with
Mainstreamed Students

Purpose

An important part of providing appropriate instruction for mildly handicapped students is matching instruction to the individual needs of the students. The initial step in this process is identifying a student's individual needs. Within most school systems there are a variety of informational sources available to assist teachers in providing appropriate instruction. The following describes representative sources of information that may be beneficial to the classroom teacher:

Student records. This contains a summary of major elements of a student's career. Relevant information concerning a student's reading and mathematical achievement, attendance, school history, and psychological and social data history may be beneficial in developing a better understanding of the student.

Medical reports. Information in medical reports reveals problems in hearing, vision, physical or health-related impairments that may affect the student's ability to perform in the classroom. This information can often assist the teacher in making necessary classroom and instructional adjustments.

Individual education program. This document provides background information on the student's performance in academic, social, and vocational areas. In addition, it identifies goals and objectives for the student, a description of the services being provided, and the procedures being used to evaluate the progress of the student.

Resource or special education teacher. Professionals in this area, often as part of their duties, collect diagnostic and evaluative information on mildly handicapped students. This often includes information on academic skills (reading level, mathematics skills), social skills, learning styles, and relevant behaviors. They may also have information on teaching techniques and methods which have been effective in the past.

Support personnel. Other school personnel may also provide information concerning the student. These may include the school psychologist, the speech therapist, the school nurse, physical and occupational therapists, and the school social worker.

School counselors. The school counselor may be able to provide information on the student's past school performance, career development, social skills, and interests.

Parents. Parents may provide valuable information about the student's performance outside of school. They can be helpful in identifying past experiences, interests, areas of particular difficulty, and other services being provided.

Students. A teacher-student conference provides an opportunity to develop rapport and to get to know more about the student's needs, interests, and goals. This type of information can be recorded after the conference and kept for future reference.

Adapted from:

Vasa, S., Steckelberg, A., & Asselin, S. (Eds.). (1981). Accommodating the mildly handicapped student in the regular secondary classroom: A resource guide. Lincoln: University of Nebraska, Department of Special Education. Reprinted by permission.

STEPS IN ADJUSTING TEACHING OBJECTIVES TO MATCH STUDENT'S COGNITIVE LEVEL

1. Select objective to be taught.

2. Dissect the objective and remove the verb, e.g. list, compare, classify.

3. Using the list of Verbs for Stating Behavioral Objectives (Part II of handbook), find the verb.

4. Determine the level of difficulty.

5. Decide if this level is appropriate for the handicapped student.

6. Adjust the level if necessary by selecting a new verb.

7. State the new objective.

BLOOM'S TAXONOMY LEVELS

WITH CORRESPONDING TEACHING TECHNIQUES

Teaching Technique	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Unit Teaching Excellent technique in which to include all levels of students.	X	*	*	*	*	*
Spelling Bees Could be adapted for handicapped. Use mainstreamed student as score keeper or to provide feedback on responses.	X					
Language Experience Approach Good technique for non-readers or those students below reading levels. Assists in group instruction allowing for individualization. Teaching language by having students relate events which the teacher records.	X	X	*	*	*	*
Projects May be adapted to the interest and instructional level of the student. Good for pairing students with a peer helper.	X	X	X	*	*	*

X - required level of learning

* - may be extended to these levels

BLOOM'S TAXONOMY LEVELS WITH CORRESPONDING TEACHING TECHNIQUES (cont'd)

Teaching Technique	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Tactile-Kinesthetic An excellent technique for mainstreamed students. Involves the use of the tactual (touch) mode of learning. Examples are: doing experiments, making exhibits and/or models, making topographical maps etc.	X	X	*	*	*	*
Learning Centers Learning centers are specific areas set aside in the room for enhancing a skill or concept being taught. Activities placed in the centers could range from a low taxonomy level to a high level. Be sure and identify the activities appropriate for a mainstreamed student's instructional level.	X	*	*	*	*	*
Rote Learning May be modified for interest purposes. Use transparencies, flash cards, words games, etc. for a variety of approaches to rote learning.	X					
Discovery Learning The student is allowed freedom in finding the expected outcomes to a problem.	X	X	X	X	X	X

BLOOM'S TAXONOMY LEVELS WITH CORRESPONDING TEACHING TECHNIQUES (cont'd)

Teaching Technique	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Lectures Lectures can be modified by providing visual and auditory presentations simultaneously with lecture. This lecture may be expanded to reach all taxonomy levels.	X	X	*	*	*	*
Brainstorming May be conducted either in a simple manner or extended to sophisticated situations. A technique where students are allowed to present as many ideas on a topic as they can think of.	X	X	*	*	*	*
Modeling or Demonstrations An excellent technique for teaching handicapped students. The technique may be used as group work and have different learning objectives for different levels of students.	X	*	*	*	*	*
Seat Work May be individualized for each student within the classroom.	X	*	*	*	*	*

Wood, J. W. (1984). Adapting instruction for the Mainstream.
Columbus, Ohio: Merrill

Individual Learning Style Test

DIRECTIONS: Write the Spanish equivalent for each word: You have 5 minutes.

without ______________________

eye ______________________

mirror ______________________

summer ______________________

teacher ______________________

hammer ______________________

within ______________________

finish ______________________

sister ______________________

above ______________________

Individual Learning Style

DIRECTIONS: The following is a learning experience with little or no organization, but you can structure it any way you want. You will be learning in the style that is most appropriate for you.

You must learn the Spanish equivalent of the ten words below. You have 10 minutes. You will be tested on your recall of the Spanish words when you are given the English equivalent.

You may use the bottom of this page for workspace. You may use it any way you like to help you learn the words.

	English	Spanish
1.	teacher	maestro
2.	eye	ojo
3.	sister	hermana
4.	hammer	martillo
5.	finish	acabar
6.	without	sin
7.	above	encima de
8.	summer	verano
9.	within	dentro
10.	mirror	espejo

Analysis of Individual Learning Style

1. Briefly explain how you went about learning the words.

2. Which methods were most successful?

3. Which methods were the least successful?

4. What adaptations in the material or learning setting would have made learning easier?

5. Briefly describe your individual learning style as it relates to this assignment.

VERBS FOR STATING BEHAVIORAL OBJECTIVES

Cognitive Domain

1. Knowledge - Remembering previously learned materials

Cite
Define
Identify
Label
List
Match
Name
Quote
Recite
Reproduce
Pronounce
State

Answers Who? What? When? Where? questions

2. Comprehension - ability to grasp the meaning of material

Alter
Change
Convert
Depict
Describe
Discover
Give examples
Illustrate
Interpret
Paraphrase
Manage
Rephrase
Represent
Restate
Reword
Relate
Substitute
Summarize
Translate
Vary

3. Application - ability to use learned materials in new and concrete situations

Answers How many? Which? What is? Write an example

Apply
Compute
Demonstrate
Direct
Discover
Employ
Evidence
Manifest
Manage
Predict
Prepare
Present
Relate
Show
Solve
Utilize

4. Analysis - ability to break down material into its component parts so that its organizational structure may be understood

Ascertain
Analyze
Associate
Designate
Determine
Diagnose
Diagram
Differentiate
Discriminate
Dissect
Distinguish
Divide
Examine
Find
Infer
Outline
Point out
Reduce
Separate

Answers Why?

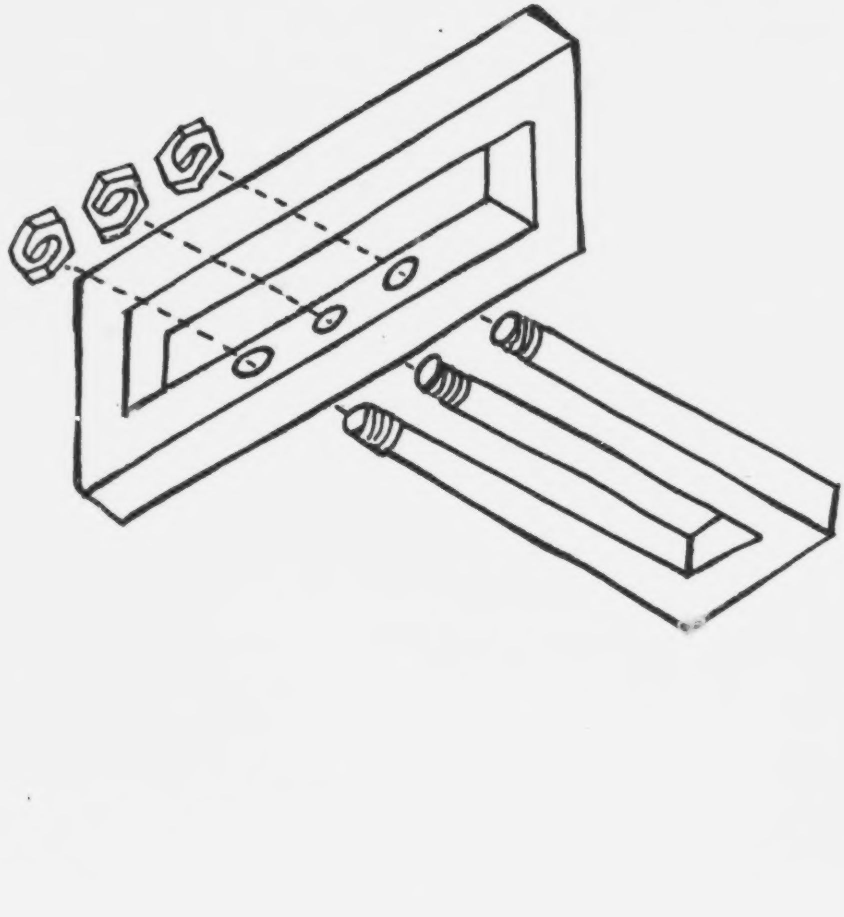
5. Synthesis - ability to put parts together to form a new whole

Combine
Compile
Compose
Conceive
Create
Design
Develop
Devise
Expand
Extend
Generalize
Integrate
Invent
Modify
Originate
Plan
Pose
Propose
Project
Rearrange
Revise
Rewrite
Synthesize
Theorize
Write

Answers How can we improve? What would happen if? How can we solve?

6. Evaluation - ability to judge the value of material for a given purpose

Appraise
Assess
Compare
Conclude
Contrast
Criticize
Critique
Deduce
Evaluate
Judge
Weigh



PRACTICE

Practice Classification of Questions

Mastery Test

DIRECTIONS: The following questions are based on Mark Twain's novel The Adventures of Huckleberry Finn. Classify the questions according to their level on Bloom's Taxonomy. Use the underlined verbs as clues to appropriate level. The following abbreviations can be used:

K = Knowledge
C = Comprehension
Ap = Application
An = Analysis
S = Synthesis
E = Evaluation

________ 1. Considering the descriptions we have studied of biased and non-biased writing, how would you classify this novel?

________ 2. What is the name of Huck's home town?

________ 3. Write an essay on racism as it exists in the U.S. today. Has it changed since the time when Huck Finn was written?

________ 4. Give 2 examples of metaphors from the novel.

________ 5. Classify The Adventures of Huckleberry Finn as being one of the 5 types of novels we have studied.

________ 6. Compare Twain's novels, Tom Sawyer and Huckleberry Finn. Which is the better work?

________ 7. Summarize Chapter 5 in your own paragraph.

________ 8. Should school children be allowed to read controversial novels such as Huckleberry Finn? (Judgement)

________ 9. Who was Jim's owner?

________ 10. Predict what the U.S. would have been like if slavery were lawful today.

________ 11. Choose from the choices below the one that best describes this novel.

________ 12. What river serves as the setting for the novel?

PRACTICE

INSTRUCTING THROUGH THE VARIOUS LEARNING CHANNELS

DIRECTIONS: Select your favorite hobby and list visual, auditory and kinesthetic ways for a student to learn the concept. Also, think of several ways for the student to produce the answers:

INPUT: (How you would present your topic to the student)

Visual	Auditory	Tactile-Kinesthetic
Have students view visuals:	Have students listen to:	Have students touch/feel:
Have students observe events:	Have students interact/ verbalize through:	Have students try/do/use:
Have students read:		Make/construct draw: write/copy

OUTPUT: (How the student shows you he knows the subject matter you presented)

VISUAL (MOTOR)	AUDITORY (VOCAL)	TACTILE-KINESTHETIC

List the adaptations that could be made on the enclosed test. You might want to list them according to the following categories:

I. Test directions
II. Test items
III. Test design

Period ____ Date __________ Name __________

World History Mid-Term Mrs. Fischer

Directions- Choose the correct response from column B to complete column A. Part II- write the words True and False. Letters (T-F) will not be accepted. Part III, Completion. Use the best response based on the text, our discussion and your outside readings. Discussion questions should be answered in detail on the back of pages 1 & 2. When you finish, turn in your papers and return to your seat to study.

Column A	Column B
1. ____ Charles Parnell	A. A victim of trial for treason
2. ____ William Gladstone	B. Dismissed Parliament and began a reign of terror
3. ____ Abdul Hamid II	C. Irish leader who sought Home Rule.
4. E. ____ David Lloyd George	D. English Prime Minister
5. ____ Queen Victoria	E. German Emperor who ended anti-social law.
6. ____ Francis Joseph	F. His 1909 budget taxed the rich more heavily than the poor.

7. ____ Benjamin Disraeli
8. ____ Otto Von Bismark
9. ____ Afred Dreyfus
10. ____ William II

F. King of Belgium
G. Austrian emperor who tried to please all national groups
H. His law stopped Irish tax money from going to Anglican church.
I. Leader of English Conservatives
J. Symbol of an age of well-being,
K. He belived that issues would be solved by "blood and iron."

Part II

____ 11. The liberals and conservatives put forth bills to extend voting.

____ 12. Risorgimento was a movement among middle-class liberals who wanted Italy unified.

____ 13.

⋮

____ 20. The U.S. told the French to leave Mexico.

Part III

21. ______________ stressed progress and reform.

22. ______________ gave a voice in the ______________ to more people.

⋮

33. The union to deal with tariffs was called ______________.

Discussion

34. Discuss the Dreyfus Affair.

35. Discuss the ways Louis Napoleon improved France. and the ways he weakend it.

36. Discuss the problems that prevented Spain and Portugal from democ— government.

37. How did the ntational groups in Austria-Hungary cause problems?

ADAPTING LESSON PLANS

Lecture Outline

I. Definition of Lesson Plans

Lesson Plans are blueprints of the day's events which dictate student-teacher interactions and instructional outcomes.

II. Components of a Lesson Plan

A. Objective

1. Definition (handout)

2. Suggested adaptations (handout)

B. Materials and Media

1. Definition (handout)

2. Suggested adaptations (handout)

C. Sequence of Lesson

1. Definition (handout)

2. Suggested adaptations (handout)

D. Summary/Evaluation

1. Definition (handout)

2. Suggested adaptations (handout)

III. Steps in Adapting a Regular Education Lesson Plan for a Mainstreamed Learner (handout)

IV. Samples of a Modified Lesson Plan (handout)

Adapting Lesson Plans

Judy W. Wood, Ph.D.
Project Director
Project TRAIN
(804) 367-1305

School of Education
Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284

Virginia Commonwealth University

Adapting
Lesson Plans

Developed by

Judy W. Wood, Ph.D.
Project Director

The development and dissemination of this institute was supported by the U.S. Department of Education, Division of Personnel Preparation, Special Education Programs Grant #G008530322.

Permission to use or reproduce this packet or portions of the packet should be obtained from Dr. Judy W. Wood.

© Wood

BEST COPY AVAILABLE

OBJECTIVES

To be able to state and define the component of a lesson plan.

To be able to state the steps in adapting a regular class lesson plan.

To be able to adapt a regular class lesson plan for a mainstreamed student.

Adapting Lesson Plans

SUGGESTED ADAPTATIONS
FOR
LESSON PLAN COMPONENTS

SUGGESTED ADAPTATIONS FOR COMPONENTS OF A LESSON PLAN

Components	Definition	Suggested Adaptations
Objective	A statement of the specific learner outcomes that should result from the lesson.	Stating what is to be learned: 1. Select the instructional objective for the lesson. 2. Make a list of subobjectives. 3. Task analyze all subobjectives. 4. State objectives for the mildly handicapped in the level of taxonomy appropriate for their instructional level. Demonstrate what is to be learned: 1. Provide a model of the completed assignment. (Whole-part-whole method.) 2. Provide directions which are sequentially presented. Use a mind-capturer or activator: 1. Provide a manipulative activity or hands-on activity for interest boosting. 2. By observation, assess students' levels to see if prerequisite skills are present. 3. Alter objectives at this point if necessary.

SUGGESTED ADAPTATIONS FOR COMPONENTS OF A LESSON PLAN (cont'd)

Components	Definition	Suggested Adaptations
Materials and Media	A list of the learning materials and media needed to teach the lesson.	Compile all materials to be used in presenting the lesson: 1. Assess materials as to instructional level. 2. Select a variety of materials which address different perceptual learning styles, i.e., visual, auditory. Select appropriate media to be used with lesson: 1. Adapt media. 2. Select a variety of media and uses for lesson plan implementation. 3. Match media to perceptual learning styles of student. Preparation of resources for adapting the learning environment: 1. Select bulletin boards for incidental and intentional learning. 2. Design learning centers to enhance the instructional activities.

SUGGESTED ADAPTATIONS FOR COMPONENTS OF A LESSON PLAN (cont'd)

Components	Definition	Suggested Adaptations
Sequence of Lesson	The work/study activities that will occur during the lesson.	Description of activities: 1. Application of adapting the learning environment a) Assignment of peer tutors to handicapped students b) Organization of creative groups for instruction c) Selection of grouping arrangements Selection of activities designed to teach for acquisition retention and transfer: 1. Teach for acquisition by selecting appropriate instructional activities and implementing each activity with the appropriate instructional strategy. 2. Task analyze all of the activities for teaching for acquisition. 3. Teach for retention by selecting appropriate instructional activities and implementing each activity with the appropriate instructional strategy. 4. Task analyze all of the activities for teaching for retention. 5. Teach for transfer by selecting appropriate instructional activity and implementing each activity with the appropriate instructional strategy. 6. Task analyze all of the activities for teaching for transfer. Organize all activities according to the taxonomy level Identify the contents of each activity and the teaching technique and modify: 1. Assess the content of each activity and adapt or modify the presentation of the content for the handicapped student. 2. Identify the teaching technique to be used for each activity. Select an alternate technique or adapt the identified technique.

SUGGESTED ADAPTATIONS FOR COMPONENTS OF A LESSON PLAN (cont'd)

Components	Definition	Suggested Adaptations
Summary/Evaluation	The closing activities designed for the lesson.	Provide closing activities: 1. Select closing activities which are on the instructional level of the handicapped student. 2. Assess the student as to mastery of concept(s) presented. Student describes what they have learned: 1. This provides an excellent opportunity for handicapped students to share with others. Teacher needs to assist the student in selecting what they will share. 2. Assisting the student with sharing, provides for self-concept building. Teacher assessment of student learning: 1. Assess instructional objective as to effectiveness for teaching. 2. Assess instructional level of activities. 3. For activities not mastered, assess for possible alterations for re-teaching. Student self-assessment: 1. Provide self correcting materials for immediate reinforcement for the handicapped student. 2. Provide models which the student can compare his/her work. Teacher self-assessment: 1. Assess your performance as the to following: a) Were all students included in the lesson plan's activities? b) Did each student experience success? c) Were you aware of the instructional level of each student? d) Did each student reach the expected learning outcomes? e) Did you effectively manage student behaviors? f) Was the learning environment adapted to meet students' learning needs? g) What special adaptations in lesson planning would you do differently the next time you present the lesson?

STEPS IN ADAPTING A REGULAR EDUCATION LESSON PLAN
FOR A MAINSTREAMED STUDENT

STEPS IN ADAPTING A REGULAR EDUCATION LESSON PLAN FOR A MAINSTREAMED STUDENT

1. Select your behavioral objective.
2. Assess the entry level skills needed to begin the objective.
3. Check the domain level of the objective.
4. Consult the special education teacher for the instructional level of the student.
5. Assess the learning style of the student.
6. Assess other physical and instructional variables for the learner.
7. Assess the teaching style of the teacher.
8. Match the learner variables with the teaching variables.
9. Define your teaching technique, media and presentation of content.
10. Make appropriate modifications.
11. Match evaluation procedures to instructional procedures.

SAMPLES OF ADAPTED LESSON PLANS

MODIFICATION OF LESSON PLAN

Academic Subject: World Geography

Skill Taught: Physical Elements of Geography

Regular Class Plan	Adapted Teaching Technique	Adapted Media	Adapted Presentation of Content
Technique: 1. Students are given list of statements concerning earth's physical elements. After these statements are read, students are then required to outline the major points. 2. Major points are written in outline form.	Lecture with slot outline: 1. Students are given slot outline to be used during lecture. 2. This outline is to be sequentially written to follow lecture. 3. Key terms, and concepts are written by students to use for test objectives.	1. Use of transparencies with lecture to show elements of geography. 2. Use of overlays, pictures, films to show landforms, resources, climates, and water.	1. Students are to sketch illustrations of landforms. 2. Collect pictures depicting landforms. 3. Students are to list advantages for various land forms. 4. List most liked and disliked climates. 5. Give examples of how each resource is used.
Media: 1. Physical map of world (wall) 2. Topographic map of U.S. 3. World population map 4. World climate map 5. Globe 6. Filmstrip: "Discovering Our Land - North America".			
Content: Physical Elements of Geography: landforms, water, natural resources, climates			

MODIFICATION OF LESSON PLAN

Academic Subject: Science

Skill Taught: How sounds travel in the ear

Regular Class Plan	Adapted Teaching Technique	Adapted Media	Adapted Presentation of Content
Technique: 1. Lecture on the ear. 2. Discuss how sound travels in the ear. Media: 1. Display of ear 2. Filmstrip 3. Chalkboard 4. Handout of the ear 5. Textbook 6. Paper and pencil Content: 1. Factual information on how sounds travel within the ear. 2. Definitions of the parts of the ear.	The Ear: 1. As lecture-demonstration method begins, provide student with a lecture outline to be filled in as lecture is given. 2. Write the parts of the ear on the blackboard. 3. Define the parts of the ear on a handout.	The Ear: 1. Begin the lesson by letting the students see a display of the ear. 2. Show the students a filmstrip on the parts of the ear. 3. Prepare the bulletin board with as much "incidental" learning as possible.	The Ear: 1. Record the chapter on the ear from the science textbook. 2. Define all the vocabulary words on the ear on a handout. 3. Give students a display of the parts labeled to use as a model in completing the lesson.

MODIFICATION OF LESSON PLAN

Academic Subject: Health

Skill Taught: Nutrition

Regular Class Plan	Adapted Teaching Technique	Adapted Media	Adapted Presentation of Content
Balanced Meal Technique: Day 1: Show filmstrip "Food and Growth." Discuss the major points. Day 2: Make food group collages using magazines, paste, scissors and large construction paper. Day 3: Plan a menu for a balanced breakfast, including one food from each of the Four Food Groups. Media: - Filmstrip "Food and Growth" - Wall Chart: Four Basic Food Groups - Magazines Content: Planning a balanced breakfast.	Balanced Meal 1. During the discussion of the film, list the major points on the chalkboard. 2. Task analyze the lesson a. Student first must be able to identify pictures of food b. Student must know the names of the Four Food Groups c. Student must be able to classify foods into Four Food Groups 3. Food Group Centers 4. Use peer tutors to assist students in the various activities.	Balanced Meal 1. Student should be placed in the center of the first row to view the film. 2. Student should have his own individual chart of Four Food Groups. 3. The teacher will cut pictures of food from magazines. These will be mounted on construction paper, laminated and used as food models.	Balanced Meal 1. Put contact paper around four coffee cans. Label coffee cans with the names of the Four Food Groups. The student will sort the prepared food models into the correct coffee cans. Student will refer to individual food charts. Once the student has completed this task, the teacher will check his work. When the student has correctly sorted the foods, he will take the food models out of the first can and make a collage of that group. A peer tutor will assist with pasting the pictures on large construction paper and writing the name of the food group in bold letters at the top of the paper. Repeat the same procedure for cans 2, 3, and 4. When the assignment is completed, the student will have four collages for the food groups - meat, milk, breads and cereals, and fruits and vegetables.

MODIFICATION OF LESSON PLAN

Academic Subject: 8th Grade Physical Science

Skill Taught: Identifying Acids and Bases (for learning disabled, etc.)

Regular Class Plan	Adapted Teaching Technique	Adapted Media	Adapted Presentation of Content
Technique: 1. Lecture on acids and bases. 2. Demonstration on testing technique. 3. Activity: Investigation on testing and identifying acids and bases. Media: 1. Overhead projector or blackboard 2. Acid/base reaction charts 3. Possibly blackboard Content: Factual information on: 1. Acid solutions (and ions they contain) 2. Base solutions (and ions they contain) 3. Neutral solutions 4. Acid/base reactions with litmus paper	1. Use study guide or "Inquiry Mode" to ask questions about acids and bases previous to activity mode. 2. "Lecture Mode" - Review of study guide. 3. Review and write unfamiliar terms on blackboard and leave definitions on board or overhead (so we can refer back to them). 4. Review reactions, make sure that students understand. 5. Do "Activity Mode" by testing acids/bases with litmus paper. 6. Review interpretations (Lecture Mode).	1. Begin lecture by reviewing terms on Board (leave on board to check back with). 2. Do actual demonstration of lab testing and technique and review and write simplified procedures on projector. 3. Do sample tests and show samples. 4. Let students work in small groups and ask questions (if they need to). 5. Review interpretations orally and on board or projector.	1. Define all new words for special students on board (and on handout if needed). 2. Put terms on board to keep facts on acids/bases handy. 3. Demonstrate testing technique. (This may be videotaped so it could be played back over and over if special student has difficulty). 4. Fill in charts with litmus (on board) reactions. Review importance of ions and color changes. 5. Do interpretations orally and on board. (Video tape record for special student.)

LESSON PLAN MODIFICATION

Subject:

Skill Taught:

Objective:

Entry Level Skills:

Domain Level:

Learner Variables:

Student Learning Style:

Regular Class Plan	Adapted Teaching Technique	Adapted Media	Adapted Presentation of Content
Technique:			
Media:			
Content:			

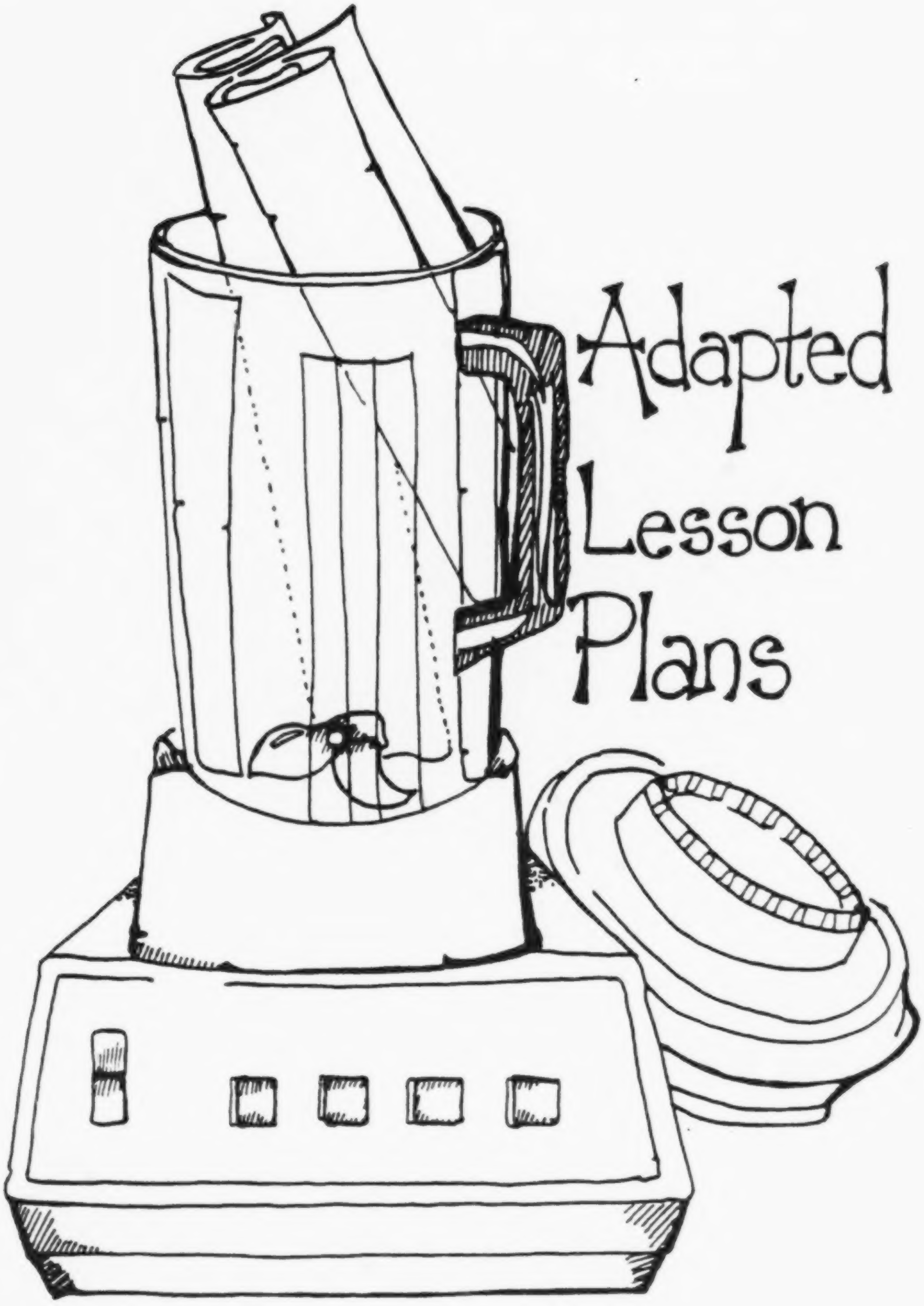
ADAPTING THE REGULAR CLASS LESSON PLAN

FOR THE MAINSTREAMED STUDENT

Judy W. Wood, Associate Professor
Virginia Commonwealth University
Box 2020
Richmond, Virginia 23284
(804) 257-1305

Jennifer W. Miederhoff, Research Specialist
Virginia Commonwealth University

Adapted Lesson Plans



Lesson plans are blueprints of the day's events that dictate student-teacher interactions and instructional outcomes. Effective teaching usually springs from a well-planned, well-organized, and well-presented lesson plan. According to Hoover and Hollingsworth (1975), a good lesson plan has many educational benefits: it serves as the teacher's guidelines; it allows time for the teacher to motivate students and to prepare for individual differences; and it allows teachers to evaluate their activities and improve their teaching skills.

In a special education class "a lesson plan focuses directly on the teaching objectives that should derive from the students' goals and objectives on his/her IEP" (Payne, Polloway, Smith & Payne, 1981, p. 119). however, in a regular classroom setting, the lesson plan focuses on the teaching objective not for a special student, but for the group. The regular educator uses the same lesson plan for many students. However, the special education student often cannot follow the lesson plan, and may fall behind. The following suggestions are presented to help the regular education teacher adapt the regular class lesson plan to meet the needs of the mildly handicapped mainstreamed student.

MODEL FOR ADAPTING THE LESSON PLAN

Before adapting the lesson plan, the teacher needs to examine three components of the teaching process: the teaching mode, the media used, and the content format. The following information may assist regular class teachers in making adaptations to their lesson plans.

Adapting the Teaching Mode

A teaching mode is the method the teacher employs to impart knowledge, skills, or concepts to the student. What teaching mode a teacher uses is an individual decision. However, there are a variety of modes which may be appropriate for meeting the needs of all students. Teachers may discover that modifications may be made in the method of presenting material which may help mainstreamed students who fail to learn by conventional methods. For example, a mildly handicapped student with auditory processing problems may be unable to recall information presented by the expository method. If the teacher adapts this mode of presentation by adding visual aids, the student may be more successful in recalling the material.

The primary teaching modes used to impart knowledge are the expository mode, the inquiry mode, the demonstration mode and the activity mode (Jarolimek & Foster, 1981). Each mode is composed of specific teaching techniques. We will briefly discuss one teaching technique and suggested adaptations for that technique, for each of the four basic modes.

The expository mode centers around the "concept exposition, which means most simply to provide an explanation" (Jarolimek & Foster, 1981, p. 110). This mode, requiring an extensive amount of directive teaching, is the most popular mode among educators. The major teaching techniques in the expository mode are lecture, telling, sound filmstrips, explanation, panels, recitation, audio recording, motion pictures, and discussion (Jarolimek & Foster, 1981). Table 1 outlines the techniques in each of the four major teaching modes:

INSERT TABLE 1 ABOUT HERE

The most widely used technique in the expository mode is lecturing. Adaptations to the lecture method can provide useful learning aids for all students and can improve the quality of learning in any classroom. Major areas of adapting the lecture include multi-sensory input, providing a visual outline of the lecture, use of slot outlines and study guides, and providing a structured overview. Table 2 lists each of the areas for adapting the lecture with a brief explanation.

INSERT TABLE 2 ABOUT HERE

The second mode, inquiry, involves "asking questions, seeking information, and carrying on an investigation" (Jarolimek & Foster, 1981, p. 110). The student is encouraged to "discover the dimensions, attributes, rules and other information" (Wehman & McLaughlin, p. 115). Since the mainstreamed student may need additional structure, a teacher's guidance is an important element in the inquiry mode. This mode includes several teaching techniques including: asking questions, stating hypotheses, coming to conclusions, interpreting, classifying, self-directed study, testing hypotheses, observing and synthesizing (Table 1). One of the most widely used techniques in the inquiry mode is that of asking questions. This strategy is used often by effective teachers and is the second most used teaching technique after that of lecturing (Henson, 1979). Teachers should be aware that questions have different functions and require different levels of thinking. Questions may be classified by Bloom's Cognitive Taxonomy into six levels ranging from simple to complex. By looking at the verb in the question, we can determine what level of Bloom's that question is on. Table 3 presents Bloom's six levels, a definition and suggested verbs for each level. This table may be used for teachers to determine what level of question they are asking. For example, if a teacher were going to ask a student to "Solve the equation $3z - y =$ ____", she could find the verb solve on the chart and discover that this was an application level question. If the mainstreamed student was functioning at the knowledge level, this question would be inappropriate for him. The teacher would then modify the question to correspond to the students' learning level, e.g., "Define the word equation."

INSERT TABLE 3 ABOUT HERE

Additionally, there are some simple ways in which a teacher can adapt questioning techniques so that the mainstreamed student has a better chance of responding. These include:

- Delay content level questioning until after the lesson has been presented. Avoid introducing lessons with questions the student may not be able to answer.
- Ask questions of the mainstreamed student at his cognitive level only (e.g., knowledge level, evaluation level).
- Pause for at least 3 seconds after asking questions. This increases students' confidence and gives slower students a chance to answer.
- State questions clearly and specifically. Students cannot guess what you mean.
- Call student's name before asking question.

- Encourage mildly handicapped students to ask questions by listening carefully to questions and responding using their content. Example: "Yes, I think I see what you mean. Are you saying ...?"

The third major teaching mode is the demonstration mode which depends on "showing, doing and telling" (Jarolimek & Foster, 1981, p. 120). When a teacher employs demonstration he/she presents information in a concrete way, making this an ideal method of teaching mainstreamed students. The demonstration mode utilizes concrete examples of the information, making abstractions more meaningful for students with poor conceptualization abilities. The teaching techniques included in the demonstration mode include: modeling, experiments, exhibits, simulation and games, and field trips (Table 1).

One of the most effective methods of teaching in the demonstration mode is through the use of modeling. Modeling is an optimal teaching method to use with mainstreamed students since the students learn new skills or ideas that have been demonstrated by a person acting as an example (Suran & Rizzo, 1970). Steps to be included in modeling are:

- Students observe the teacher solve the problems while he/she verbalizes the solution strategies.
- Students work through similar problems with the teacher simultaneously, verbalizing solution strategies.
- Teacher gives feedback on correctness of responses.
- Further explanation is given as needed or requested. Student practices with teacher supervision.

Table 4 presents an example of using modeling in teaching:

INSERT TABLE 4 ABOUT HERE

The activity mode "can best be described as a set of strategies that involve pupils in learning by doing things that are, for the pupils, meaningfully related to the topic under study" (Jarolimek & Foster, 1981, p. 127). The teaching techniques included in this mode are: role playing, construction, preparing exhibits, dramatizing, processing, and group work (Table 1). Some general adaptations for the activity mode may include providing a sequential checklist for student projects; assigning a peer tutor to help the mainstreamed student; and selecting activities with which students will have a likelihood of success.

One of the most valuable teaching techniques in the activity mode is role playing. Role play has potential in almost every classroom, although some subject areas (e.g., English literature, history) probably lend themselves better to role playing than others (e.g., algebra, biology). Role playing has several uses, varying from illustrating a topic of study to dealing with a social problem common to the group. It is especially effective for mainstreamed students who may have feelings of inadequacy in the regular classroom. Role playing exercises allow these students to assume a new identity or character which may free them to express feelings, concerns, frustrations and beliefs that they would not normally voice when they are being themselves.

Role playing is effective only with advanced planning on the teacher's part and must include careful preparation of the class. The steps involved in role playing include at least the following:

- Select the role playing situation.
- Warm-up with some simple charades or other similar exercise.
- Explain the general situation to participants and observers. State the problem to be worked on and the condition of the exercise.
- Explain participant roles.
- Explain audience roles.
- Conduct the role playing.
- Lead a discussion of the role playing.
- Evaluate the exercise.

Some minor adaptations in traditional role playing may make the exercise more meaningful for mainstreamed students. These include:

- Allow students to take a non-speaking role or no role at all if they are uncomfortable. The mainstreamed student may serve as an active observer, a recorder of the role play, or a timekeeper.
- Accept all responses without criticism or ridicule. Do not allow other students to criticize responses.
- Write down directions for students with auditory processing problems who do not understand oral directions.
- Make videotapes of role plays to help the students recall aspects of the exercise for review and study.

In order to modify the techniques in the four teaching modes, teachers should first familiarize themselves with the potential problems each mainstreamed student is likely to encounter. The next step involves adapting the teaching techniques to meet the students' specific needs. By first adapting teaching techniques, the teacher is on his/her way to adapting the components of a lesson plan to better meet the needs of the mainstreamed student.

Adapting Media

The second aspect of the lesson plan the teacher may modify is the media selected to enhance the teaching mode. All students employ a variety of perceptual styles to learn. They may have a preference for learning information visually, auditorally, or tactilely, or they may use a combination of approaches. The mainstreamed student, however, often has one or more deficient perceptual modalities which may contribute to difficulties in learning. Teachers can use media in their instruction to address these variations in perceptual preferences.

One effective type of visual equipment is the overhead projector. It may be used to show the main points of the lecture. This emphasizes the visual channel of learning and supplements oral work. Additional activities with the overhead projector may include the following: placing objects on the overhead, reflecting the shadow of the object on the wall and stimulating student interest through guessing what the object is; writing directions on a transparency; and reinforcing new material by using a colored grease pencil to underline and/or circle important points.

The tape recorder, on the other hand, is a valuable source for supplementing visual work. Oral directions can be taped for the student who cannot get all of the information in class. Study questions can be recorded with answers for the mainstreamed student.

Video tape recorders are versatile tools which combine the auditory and visual means of presentation. Teachers can record class activities, demonstrations, guest speakers and other class procedures. Important lectures and/or test review sessions can be videotaped for students needing extra help.

Finally, bulletin boards, when used creatively can incorporate auditory, visual and tactile methods of presenting information. For visual learners, bright visuals enhance concepts learned auditorally. For the auditory learners, the bulletin board may be used to instruct the student in use of auditory equipment such as the tape recorder. For tactile learners, objects can be attached to the board for students to touch, identify, or classify. Incidental learning can become intentional learning through creatively designed bulletin boards.

Adapting Content Format

After teachers adapt the teaching mode and media, they may also adapt the third component of the lesson plan, the content format. Frequently the mainstreamed student cannot complete assignments or cannot read the material presented. When this occurs the format of the content can be modified. Academic content consists of any of the materials or activities which will be presented to the class. This may include textbooks, worksheets, blackboard materials, lectures, demonstrations, and panel discussions. One effective method of adapting the format is through the use of task analysis. With this approach, the teacher breaks an instructional task down into several steps. The mainstreamed student can then be taught one step at a time. Other ways of adapting the format may include: typing instead of handwriting all worksheets; reducing the number of items to be completed per worksheet; and adapting the textbook to the student's reading level. Adapting the content format reduces the workload for the handicapped student and matches the material to the way in which the student learns. Table 5 presents other examples of adapted content format:

INSERT TABLE 5 ABOUT HERE

Table 6 presents a sample adapted lesson plan which includes adaptations for the teaching mode, the media and the content format.

INSERT TABLE 6 ABOUT HERE

Summary

In order for the mainstreamed learner to meet instructional objectives, the regular class lesson plan may need to be modified. The three components of the plan which can be easily adjusted to meet the mainstreamed students' needs are the teaching mode, the media, and the content format. The teacher may provide the opportunity for mainstreamed learners to succeed in the regular classroom by adjusting his/her teaching strategies to meet their unique educational needs.

REFERENCES

Henson, K. T. (1979). Questioning as a mode of instruction. *The Clearing house*, *53*(1), 14-16.

Hoover, K. H., & Hollingsworth, P. M. (1975). *Learning and teaching in the elementary school*. Boston: Allyn and Bacon.

Jarolimek, J., & Foster, C. D. (1981). *Teaching and learning in the elementary school*. (2nd ed.). New York: Macmillan.

Payne, J. S., Polloway, E. A., Smith, J. E., Jr., & Payne, R. A. (1981). *Strategies for teaching the mentally retarded*. Columbus: Merrill.

Scott, J. A. (1972). *Lessons on selected geometry concepts written in expository and discovery modes of presentation and a test of concept mastery*. (Practical Paper No. 13). Madison, WI: University of Wisconsin, Research and Development Center for Cognitive Learning.

Suran, B. G., & Rizzo, J. V. (1970). *Special children: An integrative approach*. Glenview, Illinois: Scott, Foresman.

Wehman, P., & McLaughlin, P. J. (1981). *Program development in special education*. New York: McGraw-Hill.

Wood, J. W. (1984). *Adapting instruction for the mainstream*. Columbus: Merrill.

Wood, J., & Rosbe, M. (1985). Adapting the classroom lecture for the mainstreamed student in the secondary schools. *The Clearing House*, *58*, 354-358.

Table 1

Specific Techniques Used in Various Teaching Modes

EXPOSITORY MODE	INQUIRY MODE	DEMONSTRATION MODE	ACTIVITY MODE
* Lecture	* Asking questions	* Modeling	* Role playing
Telling	Stating hypotheses	Experiments	Construction
Sound filmstrip	Coming to conclusions	Exhibits	Preparing exhibits
Explanation	Interpreting	Simulation and games	Dramatizing
Panels	Classifying	Modeling	Processing
Recitation	Self-directed study	Field trips	Group Work
Audio recording	Testing hypotheses		
Motion pictures	Observing		
Discussion	Synthesizing		

Adapted from "Specific methods associated with various modes of teaching" in Teaching and learning in the elementary school, 2nd ed., by J. Jarolimek and C. D. Foster (New York: Macmillan Publishing Co., Inc., 1981), 131-132. Copyright © 1981, by Macmillan Publishing Co., Inc. Reprinted by permission.

Table 2

Lecture Modifications

	METHOD
MULTISENSORY INPUT	Overhead Projector
	Use to highlight major lecture topics.
	Use colored pens to circle or underline concepts to be emphasized.
	Cover transparency and reveal only one concept at a time.
	Tape Recorders
	Tape lecture to be played backed for review.
	Listen to tapes to reinforce class notes.
	Use tapes to study for tests.
	Video Tapes
	Play back for student to review.
	Use when student is absent from class.
	Graphic Materials
	Use visual aids such as charts, models, globes, maps and pictures.
STRUCTURED OVERVIEW	Use to graphically present the major and minor topics of the lecture.

USA

checks and balances

Legislative Executive Judicial

Table 2 (cont'd)

Lecture Modifications

	METHOD
STUDY GUIDES	Use to review the lecture. Provide vocabulary and facts to be reviewed. Bulletin Boards Use to present new information. Use to reinforce new concepts.
VISUAL OUTLINE OF LECTURE	Outline the lecture to help students through a graphic whole-part-whole approach to learning. Major lecture topics are listed. Can be written or presented on the overhead projector.
SLOT OUTLINES	Give students a lecture outline in which they only have to complete some omitted information. Use as aid in note taking; requires less memory load for student. Provide a completed slot outline for the student to make corrections.

Adapted from: Wood, J., & Rosbe, M. (1985). Adapting the classroom lecture for the mainstreamed student in the secondary schools. The Clearing House, 58, 354-358. Reprinted by permission.

Table 3

Matching Questions to Student's Level of Learning

LEVEL	DEFINITION	SUGGESTED VERBS
KNOWLEDGE	Ability to remember previously learned material.	define, recall, remember, (answers who, what, where, when)
COMPREHENSION	Ability to grasp the meaning of materials through rephrasing, and comparing information.	compare, contrast, describe, explain the main idea, rephrase
APPLICATION	Ability to use learned material in new and concrete situations.	apply, classify, choose, how many, solve, write an example
ANALYSIS	Ability to break down material into its component parts so that its organizational structure may be understood.	analyze, dissect, examine, infer, outline, point out, (answers why)
SYNTHESIS	Ability to put parts together to form a new whole, solve problems, make predictions.	combine, develop, generalize, invent, modify, revise, write
EVALUATION	Ability to judge the value of material for a given purpose.	assess, conclude, contrast, criticize, judge, weigh

Adapted from: Bloom, B. S., et al. (Eds.) (1956). Taxonomy of Educational objectives: The classification of educational goals, handbook I: Cognitive domain. New York: Longman, Inc.

Table 4

Modeling

SAMPLE LESSON

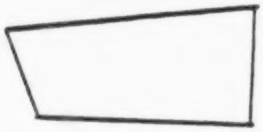
Subject: GEOMETRY Concept: QUADRILATERALS

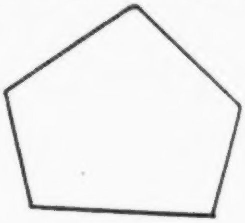
Review of Terms:

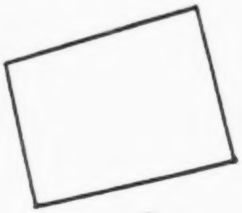
lines
rays
parallel lines
sides
polygon

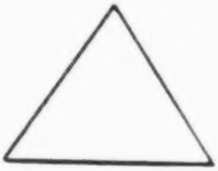
1. Student Observation

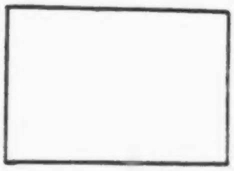
(Teacher draws 6 figures on board. Students have copy of same figures on individual worksheet.)

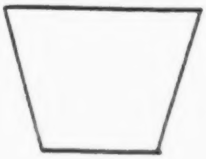

1


2


3


4


5


6

"This section has 6 figures in it. You will learn from studying these figures how to tell if a polygon is a quadrilateral. Look carefully at the polygons. Think about how they are alike and how they are different. Some of these are quadrilaterals and some are not."

Table 4 (cont'd)

Modeling

"Figure 1. Look at it. We can describe it by counting how many sides it has. 1, 2, 3, 4. It has 4 sides. Write down 4."

2. Student and Teacher Verbalize:

"Look at Figure 2. How many sides does it have? Count with me. 1, 2, 3, 4, 5. Write down 5."

"Look at Figure 3. How many sides does it have? Count with me. 1, 2, 3, 4. Yes, it has 4 sides. Write down 4."

"Here is Figure 5. Count the sides. How many sides does it have? Write down 4."

"Now look at Figure 6. How many sides does it have? Write down 4."

3. Teacher Feedback:

"In the last six examples, four were alike and two were different. What are the numbers of the four which were alike?" (Give students time to answer.) "If you said Figures 1, 3, 5 and 6 were alike, that is correct."

Describe how you think the four figures you named were alike. (All had 4 sides.)

The four figures which are alike are quadrilaterals. Quadrilaterals have 4 sides.

4. Practice:

Give students additional polygons to identify as quadrilaterals. Give individual help as needed.

Adapted from: Scott, J.A. (1972). Lessons on selected geometry concepts written in expository and discovery modes of presentation and a test of concept mastery. (Practical Paper No. 13.) Madison, WI: University of Wisconsin, Research and Development Center for Cognitive Learning.

Table 5

Examples of Adaptations of Content Format

I. MATH

A) Give visual cues:

$$\begin{array}{r} \overleftarrow{3\ \ 2} \\ -\ 1\ \ 5 \\ \hline \end{array}$$

B) Give visual prompts:

$$\begin{array}{c} \square\,\square \\ \square\,\square \end{array}$$

$$\begin{array}{r} 3\,8\,4 \\ \times\quad 6\,4 \\ \hline 1\,9\,2\,0 \\ 2\,3\,0\,4 \\ \hline 2\,4\,9\,6\,0 \end{array} \qquad \text{OR} \qquad \begin{array}{r} 6\,8\,8 \\ \times\quad 1\,0 \\ \hline 0 \end{array}$$

II. SOCIAL STUDIES

A) Provide structured overview of topic:

CIVIL WAR LEADERS

North	South
Lincoln	Davis
Grant	Lee

Table 5 (cont'd)

Examples of Adaptations of Content Format

III. SCIENCE

A) For students who have trouble reading from the text or following teacher's oral directions, taped science experiments would be an excellent adaptation. This allows for independence and flexibility. The student can pursue his interest and accept responsibility for preparation.

B) Also, with experiments, provide an adapted lab assignment sheet.

IV. ENGLISH

A) Provide a punctuation key to use when punctuating sentences. The key consists of four cards containing a punctuation mark and key words or sentences.

What **Why**
?
Who **Where**

Yuck
!
Wow

My name is Kim.
.
The door is open.

Get your pencil.
.
Close the door.

Table 6

Lesson Plan Modifications

SUBJECT: 8th Grade Physical Science

SKILL TAUGHT: Identifying Acids and Bases

OBJECTIVE: The student will be able to distinguish acid and base solutions at 80% accuracy using litmus paper testing.

ENTRY LEVEL SKILLS: Student is able to perform basic laboratory experiments. Reading Level - 5.5

STUDENT'S NAME: Robert King

DOMAIN LEVEL: Comprehension

STUDENT LEARNING STYLE: Visual

REGULAR CLASS PLAN	I. ADAPTED TEACHING MODE (Techniques)	II. ADAPTED MEDIA	III. ADAPTED FORMAT CONTENT
1. Lecture on acids and bases 2. Demonstration of testing for acids/bases. 3. Textbook pages 76-91. 4. Students will write lab report on results.	Expository Adaptations: (Lecture) 1. Provide students with individual lecture outline for notetaking. 2. Provide study guide on acids/bases for test review. Inquiry Adaptations: (Asking Questions) 1. Before and after the demonstration, ask relevant questions which the mainstreamed student has a good chance of being able to answer. Match questions to students' level of learning (e.g., knowledge, comprehension, etc.) 2. Ask questions designed to ensure all students understand. Demonstration Adaptations: (Modeling) 1. Use modeling strategies to allow students to follow demonstration with his own tests. Activity Adaptations: (Group Work) 1. Provide a peer tutor to help the student in following directions, completing the activity, writing the lab report, and reviewing for the test.	Adaptations: 1. Use overhead projector to show visual outline of lecture. Underline main points with grease pencil. 2. Videotape demonstration for study and review. 3. Write major points of lecture and definitions of new terms on blackboard. 4. Provide bulletin board with various substances to be identified as acids or bases. Answers should be included for self-check.	1. Adapt pages 76-91 of textbook to student reading level and provide a typed copy. 2. Provide a visual chart as a prompt in recalling characteristics of acids and bases. 3. Allow the mainstreamed student to complete his lab report in the resource room if necessary. If he has difficulty writing, allow him to record his responses for the teacher to evaluate

BEST COPY AVAILABLE

APPENDIX B

Competency Test Data

EXAMPLE OF REGULAR CLASS TESTS

WHICH HAVE BEEN ADAPTED FOR THE MILDLY HANDICAPPED

Example 1: General Science

A. Unadapted Test - Completion

1. ________ two or more kinds of matter mixed together
2. ________ are mixtures that appear to be the same throughout
3. ________ means indivisible

⋮

13. _____, _____, _____, and _____ make up the four 'element' theory
14. The _____ of an atom moves rapidly around the nucleus.
15. The mass of an atom is usually called _____.

B. Adapted Test

Matching

_____ 1. atoms

_____ 2. solids

_____ 3. phlogiston

_____ 4. element

.

.

.

_____ 11. gas

_____ 12. solution

A. Anything which has mass and takes up space.

B. A material that many years ago was believed to have something to do with burning.

.

.

.

L. The amount of space matter takes up.

C. Adaptation Techniques

1. Converted the test from "completion" to "matching"
2. Omitted question #13 and two other "multi-blank" questions

Example 2: History

A. Unadapted Test

_____ 1. owns 20 slaves or more and 200 acres of land
_____ 2. money making
_____ 3. pre Civil War
⋮
_____ 6. a rough burlap-like cloth
Note: Continued to next page
_____ 7. preserved
⋮
_____ 40. public lands which had been set aside by the federal government for support of schools

1. culture
2. antebellum
⋮
39. cash crop
40. cured

B. Adapted Test

_____ 1. owns 20 slaves or more and 200 acres of land

.

.

.

_____ 20. public land which had been set aside by the federal government for support of schools

A. culture

.

.

.

T. cured

C. Adaptation Techniques

1. Improved legibility by:
   a. typing instead of writing
   b. spacing between questions
2. Placed entire matching section of test on one page
3. Shortened test by 20 questions (50%)

Example 3: Math

A. Unadapted Test

Find the area and circumference of each circle

1. r = 8 inches 2. D = 25 ft ... 4. r = 14 inches

Find the area and perimeter of each rectangle

5. L = 10 inches ... 8. L = 17 feet
W = 8 inches W = 16 feet

25. Robert Earl Jones purchased 17 shares of the Blue Ridge Construction Company Stock at 45 on January 15, 1982. The Blue Ridge Stock pays its annual dividends. What is the rate of Return?

B. Adapted Test

$\pi = 3.14$; $A = \pi r^2$; $C = \pi D$; $A = LW$; $P = 2L + 2W$

Find the area and circumference of each circle

1. r = 8 inches 2. D = 25 feet

Find the area and perimeter of each rectangle

3. L = 10 inches, W = 8 inches 4. L = 8 feet, W = 6 feet

.
.
.

10. What is the rate of return on a stock that cost $45 per share and pays $0.60 per share annual dividends?

C. Adaptation Technques

1. Listed formulas
2. Reduced number of repetitive questions
3. Simplified math, i.e., elimination of question #8
4. Shortened and simplified word problem

Example 4: English

A. Unadapted Test

Rewrite the sentence making needed corrections ... tell if the verb is singular or plural

B. Adapted Test

Rewrite the sentence making needed corrections : : : tell if verbs are singular or plural.

C. Adaptation Technique

1. Wrote instructions "right-side-up" instead of "upside-down"

Social Security #______________________

Adapting Instruction for the Mildly Handicapped Student at the Secondary Level

Rate your competency on the following items.

1. Adapting the Environment:

   a. Knowledge of emotional environment adaptations
   Low High
   1 2 3 4 5

   b. Knowledge in scheduling handicapped students in the mainstream
   Low High
   1 2 3 4 5

   c. Knowledge in alternative grouping procedures for mainstreamed students
   Low High
   1 2 3 4 5

   d. Knowledge of assessment of the physical and instructional environment
   Low High
   1 2 3 4 5

   e. Knowledge of surface behavioral techniques
   Low High
   1 2 3 4 5

2. Adapting Teaching Techniques:

   a. Understanding of perceptual learning styles of handicapped students
   Low High
   1 2 3 4 5

   b. Knowledge in specific ways to modify teaching techniques for the expository, inquiry, demonstration and activity modes
   Low High
   1 2 3 4 5

   c. Knowledge of adapting techniques based on Bloom's Cognitive Taxonomy
   Low High
   1 2 3 4 5

3. Adapting Media:

   a. Knowledge of innovative ways to adapt media
   Low High
   1 2 3 4 5

4. Adapting the Presentation of Content:

a. Knowledge in adapting activities for major academic areas by skill area.
Low High
1 2 3 4 5

b. Understanding of task analysis approach to teaching handicapped students
Low High
1 2 3 4 5

c. Knowledge in ways to adapt textbooks/reading materials
Low High
1 2 3 4 5

5. Adapting Evaluation and Grading Procedures:

a. Knowledge of problems encountered by the mainstreamed student in the testing setting
Low High
1 2 3 4 5

b. Knowledge of when to give tests in alternative tests sites
Low High
1 2 3 4 5

c. Knowledge in adaptations of classroom test during test construction
Low High
1 2 3 4 5

d. Knowledge in adaptations in the administration of the classroom test for the handicapped student
Low High
1 2 3 4 5

e. Knowledge in providing alternatives to testing
Low High
1 2 3 4 5

f. Knowledge in providing alternative grading procedures
Low High
1 2 3 4 5

6. Adapting Lesson Plans:

a. Knowledge in adapting the regular class lesson plan for the mainstreamed student
Low High
1 2 3 4 5

1986-Staunton (Pre -Test)

Social Security # n=33

Adapting Instruction for the Mildly Handicapped Student
at the Secondary Level

Rate your competency on the following items.

1. Adapting the Environment:

a. Knowledge of emotional environment adaptations
Low High
1 2 3 4 5 x = 2.8

b. Knowledge in scheduling handicapped students in the mainstream
Low High
1 2 3 4 5 x = 3.2

c. Knowledge in alternative grouping procedures for mainstreamed students
Low High
1 2 3 4 5 x = 2.3

d. Knowledge of assessment of the physical and instructional environment
Low High
1 2 3 4 5 x = 2.9

e. Knowledge of surface behavioral techniques
Low High
1 2 3 4 5 x = 2.9

2. Adapting Teaching Techniques:

a. Understanding of perceptual learning styles of handicapped students
Low High
1 2 3 4 5 x = 3.1

b. Knowledge in specific ways to modify teaching techniques for the expository, inquiry, demonstration and activity modes
Low High
1 2 3 4 5 x = 2.5

c. Knowledge of adapting techniques based on Bloom's Cognitive Taxonomy
Low High
1 2 3 4 5 x = 2.2

3. Adapting Media:

a. Knowledge of innovative ways to adapt media
Low High
1 2 3 4 5 x = 2.4

4. Adapting the Presentation of Content:

a. Knowledge in adapting activities for major academic areas by skill area.
Low High
1 2 3 4 5 x = 2.5

b. Understanding of task analysis approach to teaching handicapped students
Low High
1 2 3 4 5 x = 3.1

c. Knowledge in ways to adapt textbooks/reading materials
Low High
1 2 3 4 5 x = 3.0

5. Adapting Evaluation and Grading Procedures:

a. Knowledge of problems encountered by the mainstreamed student in the testing setting
Low High
1 2 3 4 5 x = 3.4

b. Knowledge of when to give tests in alternative tests sites
Low High
1 2 3 4 5 x = 2.8

c. Knowledge in adaptations of classroom test during test construction
Low High
1 2 3 4 5 x = 2.6

d. Knowledge in adaptations in the administration of the classroom test for the handicapped student
Low High
1 2 3 4 5 x = 2.9

e. Knowledge in providing alternatives to testing
Low High
1 2 3 4 5 x = 2.8

f. Knowledge in providing alternative grading procedures
Low High
1 2 3 4 5 x = 2.4

6. Adapting Lesson Plans:

a. Knowledge in adapting the regular class lesson plan for the mainstreamed student
Low High
1 2 3 4 5 x = 2.7

1986-Staunton (Post-test)

Social Security #________________________

Adapting Instruction for the Mildly Handicapped Student at the Secondary Level

Rate your competency on the following items.

1. Adapting the Environment:

a. Knowledge of emotional environment adaptations
Low High
1 2 3 4 5 x = 3.9

b. Knowledge in scheduling handicapped students in the mainstream
Low High
1 2 3 4 5 x = 3.8

c. Knowledge in alternative grouping procedures for mainstreamed students
Low High
1 2 3 4 5 x = 3.9

d. Knowledge of assessment of the physical and instructional environment
Low High
1 2 3 4 5 x = 4.3

e. Knowledge of surface behavioral techniques
Low High
1 2 3 4 5 x = 4.2

2. Adapting Teaching Techniques:

a. Understanding of perceptual learning styles of handicapped students
Low High
1 2 3 4 5 x = 4.1

b. Knowledge in specific ways to modify teaching techniques for the expository, inquiry, demonstration and activity modes
Low High
1 2 3 4 5 x = 4.2

c. Knowledge of adapting techniques based on Bloom's Cognitive Taxonomy
Low High
1 2 3 4 5 x = 4.0

3. Adapting Media:

a. Knowledge of innovative ways to adapt media
Low High
1 2 3 4 5 x = 3.5

4. Adapting the Presentation of Content:

a. Knowledge in adapting activities for major academic areas by skill area.
Low High
1 2 3 4 5 x = 3.9

b. Understanding of task analysis approach to teaching handicapped students
Low High
1 2 3 4 5 x = 4.3

c. Knowledge in ways to adapt textbooks/reading materials
Low High
1 2 3 4 5 x = 4.3

5. Adapting Evaluation and Grading Procedures:

a. Knowledge of problems encountered by the mainstreamed student in the testing setting
Low High
1 2 3 4 5 x = 4.4

b. Knowledge of when to give tests in alternative tests sites
Low High
1 2 3 4 5 x = 4.5

c. Knowledge in adaptations of classroom test during test construction
Low High
1 2 3 4 5 x = 4.4

d. Knowledge in adaptations in the administration of the classroom test for the handicapped student
Low High
1 2 3 4 5 x = 4.3

e. Knowledge in providing alternatives to testing
Low High
1 2 3 4 5 x = 4.3

f. Knowledge in providing alternative grading procedures
Low High
1 2 3 4 5 x = 4.2

6. Adapting Lesson Plans:

a. Knowledge in adapting the regular class lesson plan for the mainstreamed student
Low High
1 2 3 4 5 x = 4.0

1986-Roanoke (Pre-test)

Social Security # n=59

Adapting Instruction for the Mildly Handicapped Student at the Secondary Level

Rate your competency on the following items.

1. Adapting the Environment:

   a. Knowledge of emotional environment adaptations
      Low High
      1 2 3 4 5 x = 2.7

   b. Knowledge in scheduling handicapped students in the mainstream
      Low High
      1 2 3 4 5 x = 2.9

   c. Knowledge in alternative grouping procedures for mainstreamed students
      Low High
      1 2 3 4 5 x = 2.7

   d. Knowledge of assessment of the physical and instructional environment
      Low High
      1 2 3 4 5 x = 2.8

   e. Knowledge of surface behavioral techniques
      Low High
      1 2 3 4 5 x = 2.8

2. Adapting Teaching Techniques:

   a. Understanding of perceptual learning styles of handicapped students
      Low High
      1 2 3 4 5 x = 3.3

   b. Knowledge in specific ways to modify teaching techniques for the expository, inquiry, demonstration and activity modes
      Low High
      1 2 3 4 5 x = 3.0

   c. Knowledge of adapting techniques based on Bloom's Cognitive Taxonomy
      Low High
      1 2 3 4 5 x = 2.4

3. Adapting Media:

   a. Knowledge of innovative ways to adapt media
      Low High
      1 2 3 4 5 x = 2.5

4. Adapting the Presentation of Content:

a. Knowledge in adapting activities for major academic areas by skill area.
Low High
1 2 3 4 5 x = 3.0

b. Understanding of task analysis approach to teaching handicapped students
Low High
1 2 3 4 5 x = 3.0

c. Knowledge in ways to adapt textbooks/reading materials
Low High
1 2 3 4 5 x = 2.9

5. Adapting Evaluation and Grading Procedures:

a. Knowledge of problems encountered by the mainstreamed student in the testing setting
Low High
1 2 3 4 5 x = 3.2

b. Knowledge of when to give tests in alternative tests sites
Low High
1 2 3 4 5 x = 3.0

c. Knowledge in adaptations of classroom test during test construction
Low High
1 2 3 4 5 x = 2.9

d. Knowledge in adaptations in the administration of the classroom test for the handicapped student
Low High
1 2 3 4 5 x = 3.0

e. Knowledge in providing alternatives to testing
Low High
1 2 3 4 5 x = 3.4

f. Knowledge in providing alternative grading procedures
Low High
1 2 3 4 5 x = 2.7

6. Adapting Lesson Plans:

a. Knowledge in adapting the regular class lesson plan for the mainstreamed student
Low High
1 2 3 4 5 x = 3.2

1986-Roanoke (Post-test)

Social Security #________________________

Adapting Instruction for the Mildly Handicapped Student
at the Secondary Level

Rate your competency on the following items.

1. Adapting the Environment:

a. Knowledge of emotional environment adaptations

Low				High	
1	2	3	4	5	x = 4.1

b. Knowledge in scheduling handicapped students in the mainstream

Low				High	
1	2	3	4	5	x = 4.0

c. Knowledge in alternative grouping procedures for mainstreamed students

Low				High	
1	2	3	4	5	x = 4.0

d. Knowledge of assessment of the physical and instructional environment

Low				High	
1	2	3	4	5	x = 4.0

e. Knowledge of surface behavioral techniques

Low				High	
1	2	3	4	5	x = 4.3

2. Adapting Teaching Techniques:

a. Understanding of perceptual learning styles of handicapped students

Low				High	
1	2	3	4	5	x = 4.3

b. Knowledge in specific ways to modify teaching techniques for the expository, inquiry, demonstration and activity modes

Low				High	
1	2	3	4	5	x = 4.1

c. Knowledge of adapting techniques based on Bloom's Cognitive Taxonomy

Low				High	
1	2	3	4	5	x = 4.1

3. Adapting Media:

a. Knowledge of innovative ways to adapt media

Low				High	
1	2	3	4	5	x = 4.3

4. Adapting the Presentation of Content:

a. Knowledge in adapting activities for major academic areas by skill area.
Low High
1 2 3 4 5 x = 4.0

b. Understanding of task analysis approach to teaching handicapped students
Low High
1 2 3 4 5 x = 4.2

c. Knowledge in ways to adapt textbooks/reading materials
Low High
1 2 3 4 5 x = 4.2

5. Adapting Evaluation and Grading Procedures:

a. Knowledge of problems encountered by the mainstreamed student in the testing setting
Low High
1 2 3 4 5 x = 4.2

b. Knowledge of when to give tests in alternative tests sites
Low High
1 2 3 4 5 x = 4.1

c. Knowledge in adaptations of classroom test during test construction
Low High
1 2 3 4 5 x = 4.3

d. Knowledge in adaptations in the administration of the classroom test for the handicapped student
Low High
1 2 3 4 5 x = 4.2

e. Knowledge in providing alternatives to testing
Low High
1 2 3 4 5 x = 4.2

f. Knowledge in providing alternative grading procedures
Low High
1 2 3 4 5 x = 4.0

6. Adapting Lesson Plans:

a. Knowledge in adapting the regular class lesson plan for the mainstreamed student
Low High
1 2 3 4 5 x = 4.1

1987-Fredericksburg (Pretest)

Social Security #____________n=81____________

Adapting Instruction for the Mildly Handicapped Student at the Secondary Level

Rate your competency on the following items.

1. Adapting the Environment:

a. Knowledge of emotional environment adaptations
Low High
1 2 3 4 5 x = 2.7

b. Knowledge in scheduling handicapped students in the mainstream
Low High
1 2 3 4 5 x = 2.8

c. Knowledge in alternative grouping procedures for mainstreamed students
Low High
1 2 3 4 5 x = 2.4

d. Knowledge of assessment of the physical and instructional environment
Low High
1 2 3 4 5 x = 2.6

e. Knowledge of surface behavioral techniques
Low High
1 2 3 4 5 x = 2.4

2. Adapting Teaching Techniques:

a. Understanding of perceptual learning styles of handicapped students
Low High
1 2 3 4 5 x = 3.1

b. Knowledge in specific ways to modify teaching techniques for the expository, inquiry, demonstration and activity modes
Low High
1 2 3 4 5 x = 2.6

c. Knowledge of adapting techniques based on Bloom's Cognitive Taxonomy
Low High
1 2 3 4 5 x = 2.8

3. Adapting Media:

a. Knowledge of innovative ways to adapt media
Low High
1 2 3 4 5 x = 3.0

4. Adapting the Presentation of Content:

a. Knowledge in adapting activities for major academic areas by skill area.
Low High
1 2 3 4 5 x = 2.7

b. Understanding of task analysis approach to teaching handicapped students
Low High
1 2 3 4 5 x = 3.1

c. Knowledge in ways to adapt textbooks/reading materials
Low High
1 2 3 4 5 x = 2.7

5. Adapting Evaluation and Grading Procedures:

a. Knowledge of problems encountered by the mainstreamed student in the testing setting
Low High
1 2 3 4 5 x = 3.2

b. Knowledge of when to give tests in alternative tests sites
Low High
1 2 3 4 5 x = 2.8

c. Knowledge in adaptations of classroom test during test construction
Low High
1 2 3 4 5 x = 2.7

d. Knowledge in adaptations in the administration of the classroom test for the handicapped student
Low High
1 2 3 4 5 x = 2.9

e. Knowledge in providing alternatives to testing
Low High
1 2 3 4 5 x = 2.8

f. Knowledge in providing alternative grading procedures
Low High
1 2 3 4 5 x = 3.1

6. Adapting Lesson Plans:

a. Knowledge in adapting the regular class lesson plan for the mainstreamed student
Low High
1 2 3 4 5 x = 2.7

1987-Fredericksburg (Post-test)

Social Security #________________________

Adapting Instruction for the Mildly Handicapped Student at the Secondary Level

Rate your competency on the following items.

1. Adapting the Environment:

   a. Knowledge of emotional environment adaptations
   Low High
   1 2 3 4 5 x = 4.4

   b. Knowledge in scheduling handicapped students in the mainstream
   Low High
   1 2 3 4 5 x = 4.1

   c. Knowledge in alternative grouping procedures for mainstreamed students
   Low High
   1 2 3 4 5 x = 4.2

   d. Knowledge of assessment of the physical and instructional environment
   Low High
   1 2 3 4 5 x = 4.4

   e. Knowledge of surface behavioral techniques
   Low High
   1 2 3 4 5 x = 4.2

2. Adapting Teaching Techniques:

   a. Understanding of perceptual learning styles of handicapped students
   Low High
   1 2 3 4 5 x = 4.5

   b. Knowledge in specific ways to modify teaching techniques for the expository, inquiry, demonstration and activity modes
   Low High
   1 2 3 4 5 x = 4.2

   c. Knowledge of adapting techniques based on Bloom's Cognitive Taxonomy
   Low High
   1 2 3 4 5 x = 4.3

3. Adapting Media:

   a. Knowledge of innovative ways to adapt media
   Low High
   1 2 3 4 5 x = 4.3

4. Adapting the Presentation of Content:

a. Knowledge in adapting activities for major academic areas by skill area.
Low High
1 2 3 4 5 x = 4.1

b. Understanding of task analysis approach to teaching handicapped students
Low High
1 2 3 4 5 x = 4.4

c. Knowledge in ways to adapt textbooks/reading materials
Low High
1 2 3 4 5 x = 4.3

5. Adapting Evaluation and Grading Procedures:

a. Knowledge of problems encountered by the mainstreamed student in the testing setting
Low High
1 2 3 4 5 x = 4.5

b. Knowledge of when to give tests in alternative tests sites
Low High
1 2 3 4 5 x = 4.4

c. Knowledge in adaptations of classroom test during test construction
Low High
1 2 3 4 5 x = 4.3

d. Knowledge in adaptations in the administration of the classroom test for the handicapped student
Low High
1 2 3 4 5 x = 4.7

e. Knowledge in providing alternatives to testing
Low High
1 2 3 4 5 x = 4.6

f. Knowledge in providing alternative grading procedures
Low High
1 2 3 4 5 x = 4.1

6. Adapting Lesson Plans:

a. Knowledge in adapting the regular class lesson plan for the mainstreamed student
Low High
1 2 3 4 5 x = 4.5

1987 Williamsburg (Pre-test)

Social Security # n=102

Adapting Instruction for the Mildly Handicapped Student at the Secondary Level

Rate your competency on the following items.

1. Adapting the Environment:

a. Knowledge of emotional environment adaptations
Low High
1 2 3 4 5 x = 2.3

b. Knowledge in scheduling handicapped students in the mainstream
Low High
1 2 3 4 5 x = 3.1

c. Knowledge in alternative grouping procedures for mainstreamed students
Low High
1 2 3 4 5 x = 2.7

d. Knowledge of assessment of the physical and instructional environment
Low High
1 2 3 4 5 x = 3.0

e. Knowledge of surface behavioral techniques
Low High
1 2 3 4 5 x = 2.9

2. Adapting Teaching Techniques:

a. Understanding of perceptual learning styles of handicapped students
Low High
1 2 3 4 5 x = 3.2

b. Knowledge in specific ways to modify teaching techniques for the expository, inquiry, demonstration and activity modes
Low High
1 2 3 4 5 x = 2.8

c. Knowledge of adapting techniques based on Bloom's Cognitive Taxonomy
Low High
1 2 3 4 5 x = 3.0

3. Adapting Media:

a. Knowledge of innovative ways to adapt media
Low High
1 2 3 4 5 x = 2.9

4. Adapting the Presentation of Content:

a. Knowledge in adapting activities for major academic areas by skill area.
Low High
1 2 3 4 5 x = 3.0

b. Understanding of task analysis approach to teaching handicapped students
Low High
1 2 3 4 5 x = 3.0

c. Knowledge in ways to adapt textbooks/reading materials
Low High
1 2 3 4 5 x = 3.1

5. Adapting Evaluation and Grading Procedures:

a. Knowledge of problems encountered by the mainstreamed student in the testing setting
Low High
1 2 3 4 5 x = 3.3

b. Knowledge of when to give tests in alternative tests sites
Low High
1 2 3 4 5 x = 3.0

c. Knowledge in adaptations of classroom test during test construction
Low High
1 2 3 4 5 x = 3.0

d. Knowledge in adaptations in the administration of the classroom test for the handicapped student
Low High
1 2 3 4 5 x = 2.5

e. Knowledge in providing alternatives to testing
Low High
1 2 3 4 5 x = 3.0

f. Knowledge in providing alternative grading procedures
Low High
1 2 3 4 5 x = 2.9

6. Adapting Lesson Plans:

a. Knowledge in adapting the regular class lesson plan for the mainstreamed student
Low High
1 2 3 4 5 x = 3.0

1987 Williamsburg (Post-test)

Social Security # n=102

Adapting Instruction for the Mildly Handicapped Student at the Secondary Level

Rate your competency on the following items.

1. Adapting the Environment:

   a. Knowledge of emotional environment adaptations
   Low High
   1 2 3 4 5 x = 3.7

   b. Knowledge in scheduling handicapped students in the mainstream
   Low High
   1 2 3 4 5 x = 2.7

   c. Knowledge in alternative grouping procedures for mainstreamed students
   Low High
   1 2 3 4 5 x = 3.7

   d. Knowledge of assessment of the physical and instructional environment
   Low High
   1 2 3 4 5 x = 3.7

   e. Knowledge of surface behavioral techniques
   Low High
   1 2 3 4 5 x = 4.1

2. Adapting Teaching Techniques:

   a. Understanding of perceptual learning styles of handicapped students
   Low High
   1 2 3 4 5 x = 4.1

   b. Knowledge in specific ways to modify teaching techniques for the expository, inquiry, demonstration and activity modes
   Low High
   1 2 3 4 5 x = 3.9

   c. Knowledge of adapting techniques based on Bloom's Cognitive Taxonomy
   Low High
   1 2 3 4 5 x = 4.2

3. Adapting Media:

   a. Knowledge of innovative ways to adapt media
   Low High
   1 2 3 4 5 x = 3.9

4. Adapting the Presentation of Content:

a. Knowledge in adapting activities for major academic areas by skill area.
Low High
1 2 3 4 5 x = 3.7

b. Understanding of task analysis approach to teaching handicapped students
Low High
1 2 3 4 5 x = 3.9

c. Knowledge in ways to adapt textbooks/reading materials
Low High
1 2 3 4 5 x = 3.9

5. Adapting Evaluation and Grading Procedures:

a. Knowledge of problems encountered by the mainstreamed student in the testing setting
Low High
1 2 3 4 5 x = 4.1

b. Knowledge of when to give tests in alternative tests sites
Low High
1 2 3 4 5 x = 4.0

c. Knowledge in adaptations of classroom test during test construction
Low High
1 2 3 4 5 x = 2.1

d. Knowledge in adaptations in the administration of the classroom test for the handicapped student
Low High
1 2 3 4 5 x = 3.5

e. Knowledge in providing alternatives to testing
Low High
1 2 3 4 5 x = 3.6

f. Knowledge in providing alternative grading procedures
Low High
1 2 3 4 5 x = 3.9

6. Adapting Lesson Plans:

a. Knowledge in adapting the regular class lesson plan for the mainstreamed student
Low High
1 2 3 4 5 x = 3.5

1987-Petersburg (Pre-test)

Social Security # n=30

Adapting Instruction for the Mildly Handicapped Student at the Secondary Level

Rate your competency on the following items.

1. Adapting the Environment:

   a. Knowledge of emotional environment adaptations
   Low High
   1 2 3 4 5 x = 3.6

   b. Knowledge in scheduling handicapped students in the mainstream
   Low High
   1 2 3 4 5 x = 3.6

   c. Knowledge in alternative grouping procedures for mainstreamed students
   Low High
   1 2 3 4 5 x = 3.5

   d. Knowledge of assessment of the physical and instructional environment
   Low High
   1 2 3 4 5 x = 3.5

   e. Knowledge of surface behavioral techniques
   Low High
   1 2 3 4 5 x = 3.2

2. Adapting Teaching Techniques:

   a. Understanding of perceptual learning styles of handicapped students
   Low High
   1 2 3 4 5 x = 3.8

   b. Knowledge in specific ways to modify teaching techniques for the expository, inquiry, demonstration and activity modes
   Low High
   1 2 3 4 5 x = 3.4

   c. Knowledge of adapting techniques based on Bloom's Cognitive Taxonomy
   Low High
   1 2 3 4 5 x = 3.5

3. Adapting Media:

   a. Knowledge of innovative ways to adapt media
   Low High
   1 2 3 4 5 x = 3.3

4. Adapting the Presentation of Content:

a. Knowledge in adapting activities for major academic areas by skill area.
Low High
1 2 3 4 5 $x = 3.6$

b. Understanding of task analysis approach to teaching handicapped students
Low High
1 2 3 4 5 $x = 3.7$

c. Knowledge in ways to adapt textbooks/reading materials
Low High
1 2 3 4 5 $x = 3.5$

5. Adapting Evaluation and Grading Procedures:

a. Knowledge of problems encountered by the mainstreamed student in the testing setting
Low High
1 2 3 4 5 $x = 3.7$

b. Knowledge of when to give tests in alternative tests sites
Low High
1 2 3 4 5 $x = 3.5$

c. Knowledge in adaptations of classroom test during test construction
Low High
1 2 3 4 5 $x = 3.7$

d. Knowledge in adaptations in the administration of the classroom test for the handicapped student
Low High
1 2 3 4 5 $x = 3.6$

e. Knowledge in providing alternatives to testing
Low High
1 2 3 4 5 $x = 3.7$

f. Knowledge in providing alternative grading procedures
Low High
1 2 3 4 5 $x = 3.5$

6. Adapting Lesson Plans:

a. Knowledge in adapting the regular class lesson plan for the mainstreamed student
Low High
1 2 3 4 5 $x = 3.6$

1987-Petersburg (Post-test)

Social Security # n=30

Adapting Instruction for the Mildly Handicapped Student
at the Secondary Level

Rate your competency on the following items.

1. Adapting the Environment:

a. Knowledge of emotional environment adaptations
Low High
1 2 3 4 5 x = 4.4

b. Knowledge in scheduling handicapped students in the mainstream
Low High
1 2 3 4 5 x = 4.4

c. Knowledge in alternative grouping procedures for mainstreamed students
Low High
1 2 3 4 5 x = 4.4

d. Knowledge of assessment of the physical and instructional environment
Low High
1 2 3 4 5 x = 4.4

e. Knowledge of surface behavioral techniques
Low High
1 2 3 4 5 x = 4.4

2. Adapting Teaching Techniques:

a. Understanding of perceptual learning styles of handicapped students
Low High
1 2 3 4 5 x = 4.5

b. Knowledge in specific ways to modify teaching techniques for the expository, inquiry, demonstration and activity modes
Low High
1 2 3 4 5 x = 4.6

c. Knowledge of adapting techniques based on Bloom's Cognitive Taxonomy
Low High
1 2 3 4 5 x = 4.4

3. Adapting Media:

a. Knowledge of innovative ways to adapt media
Low High
1 2 3 4 5 x = 4.4

4. Adapting the Presentation of Content:

a. Knowledge in adapting activities for major academic areas by skill area.
Low High
1 2 3 4 5 x = 4.3

b. Understanding of task analysis approach to teaching handicapped students
Low High
1 2 3 4 5 x = 4.5

c. Knowledge in ways to adapt textbooks/reading materials
Low High
1 2 3 4 5 x = 4.4

5. Adapting Evaluation and Grading Procedures:

a. Knowledge of problems encountered by the mainstreamed student in the testing setting
Low High
1 2 3 4 5 x = 4.3

b. Knowledge of when to give tests in alternative tests sites
Low High
1 2 3 4 5 x = 4.3

c. Knowledge in adaptations of classroom test during test construction
Low High
1 2 3 4 5 x = 4.5

d. Knowledge in adaptations in the administration of the classroom test for the handicapped student
Low High
1 2 3 4 5 x = 4.4

e. Knowledge in providing alternatives to testing
Low High
1 2 3 4 5 x = 4.5

f. Knowledge in providing alternative grading procedures
Low High
1 2 3 4 5 x = 4.2

6. Adapting Lesson Plans:

a. Knowledge in adapting the regular class lesson plan for the mainstreamed student
Low High
1 2 3 4 5 x = 4.3

APPENDIX C

Institute Evaluation Data

Social Security # Roanoke

IT'S OK TO BE DIFFERENT

WORKSHOP EVALUATION

On a scale of 1 to 5 (5 being highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

RATING SCALE

216/52	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.15
227/54	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.20
264/55	3.	Was the presentation understandable?	1	2	3	4	5	4.8
255/53	4.	Did the session hold your interest?	1	2	3	4	5	4.64
10/55	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	3.82
55/55	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.64
47/55	7.	Were the activities effective?	1	2	3	4	5	4.49
235/54	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.35
252/55	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.8
197/51	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	3.90

Please list any changes/suggestions/comments you might have for each institute session:

Social Security # Roanoke

ADAPTING THE LEARNING ENVIRONMENT

Workshop Evaluation

On a scale of 1 to 5 (5 being the highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

			RATING SCALE					
260/87	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.56
264/57	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.63
268/57	3.	Was the presentation understandable?	1	2	3	4	5	4.7
266/57	4.	Did the session hold your interest?	1	2	3	4	5	4.66
214/57	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	3.75
272/57	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.77
248/55	7.	Were the activities effective?	1	2	3	4	5	4.509
269/57	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.72
268/56	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.79
234/54	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.33

Please list any changes/suggestions/comments you might have for each institute session:

Social Security #____Roanoke__________

ADAPTING TEACHING TECHNIQUES

Workshop Evaluation

On a scale of 1 to 5 (5 being the highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

			RATING SCALE					
241/52	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.63
243/52	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.67
250/53	3.	Was the presentation understandable?	1	2	3	4	5	4.72
340/53	4.	Did the session hold your interest?	1	2	3	4	5	4.68
201/52	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	3.86
254/53	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.75
236/52	7.	Were the activities effective?	1	2	3	4	5	4.54
243/52	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.67
247/52	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.75
229/51	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.49

Please list any changes/suggestions/comments you might have for each institute session:

Social Security # Roanoke

ADAPTING LESSON PLANS

WORKSHOP EVALUATION

On a scale of 1 to 5 (5 being highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

RATING SCALE

259/55	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.7
254/55	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.62
264/55	3.	Was the presentation understandable?	1	2	3	4	5	4.8
258/55	4.	Did the session hold your interest?	1	2	3	4	5	4.69
240/55	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	4.36
268/55	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.872
246/55	7.	Were the activities effective?	1	2	3	4	5	4.47
256/55	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.65
261/53	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.92
223/52	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.23

Please list any changes/suggestions/comments you might have for each institute session:

Social Security # Staunton

IT'S OK TO BE DIFFERENT

WORKSHOP EVALUATION

On a scale of 1 to 5 (5 being highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

RATING SCALE

1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.52
2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.52
3.	Was the presentation understandable?	1	2	3	4	5	4.87
4.	Did the session hold your interest?	1	2	3	4	5	4.97
5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	4.16
6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.74
7.	Were the activities effective?	1	2	3	4	5	4.74
8.	Were the audio visual presentations effective?	1	2	3	4	5	4.82
9.	Would you recommend this workshop to others?	1	2	3	4	5	4.87
10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.41

Please list any changes/suggestions/comments you might have for each institute session:

Social Security # Staunton

ADAPTING THE LEARNING ENVIRONMENT

Workshop Evaluation

On a scale of 1 to 5 (5 being the highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

		RATING SCALE					
1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.68
2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.71
3.	Was the presentation understandable?	1	2	3	4	5	4.86
4.	Did the session hold your interest?	1	2	3	4	5	4.78
5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	3.89
6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.93
7.	Were the activities effective?	1	2	3	4	5	4.32
8.	Were the audio visual presentations effective?	1	2	3	4	5	4.75
9.	Would you recommend this workshop to others?	1	2	3	4	5	4.86
10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.5

Please list any changes/suggestions/comments you might have for each institute session:

Social Security # Staunton

ADAPTING TEACHING TECHNIQUES

Workshop Evaluation

On a scale of 1 to 5 (5 being the highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

			RATING SCALE					
144/30	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.8
143/30	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.77
144/30	3.	Was the presentation understandable?	1	2	3	4	5	4.8
141/30	4.	Did the session hold your interest?	1	2	3	4	5	4.7
107/30	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	3.57
144/30	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.8
135/30	7.	Were the activities effective?	1	2	3	4	5	4.5
141/30	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.7
143/30	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.77
123/29	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.24

Please list any changes/suggestions/comments you might have for each institute session:

Social Security # Staunton

ADAPTING LESSON PLANS

WORKSHOP EVALUATION

On a scale of 1 to 5 (5 being highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

RATING SCALE

N=32	1.	Was the information presented relevant to your needs?	144	1	2	3	4	5	X=4.5
N=32	2.	Can you use what you learned in your professional/personal life?	141	1	2	3	4	5	X=4.4
N=32	3.	Was the presentation understandable?	147	1	2	3	4	5	X=4.6
N=32	4.	Did the session hold your interest?	150	1	2	3	4	5	X=4.7
N=32	5.	Was sufficient time allotted for topics discussed?	126	1	2	3	4	5	X=3.94
N=32	6.	Was the consultant effective in presenting material?	152	1	2	3	4	5	X=4.75
N=32	7.	Were the activities effective?	140	1	2	3	4	5	X=4.375
N=32	8.	Were the audio visual presentations effective?	148	1	2	3	4	5	X=4.625
N=32	9.	Would you recommend this workshop to others?	149	1	2	3	4	5	X=4.656
N=32	10.	Do you feel a need for additional workshops in this area?	137	1	2	3	4	5	X=4.57

Please list any changes/suggestions/comments you might have for each institute session:

1987-Fredericksburg

Social Security # ______________________

IT'S OK TO BE DIFFERENT

WORKSHOP EVALUATION

On a scale of 1 to 5 (5 being highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

RATING SCALE

345/78	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.42
360/79	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.55
389/79	3.	Was the presentation understandable?	1	2	3	4	5	4.92
381/79	4.	Did the session hold your interest?	1	2	3	4	5	4.82
323/79	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	4.08
388/79	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.91
385/79	7.	Were the activities effective?	1	2	3	4	5	4.87
372/78	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.76
370/79	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.68
319/79	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.03

Please list any changes/suggestions/comments you might have for each institute session:

1987-Fredericksburg

Social Security # ____________________

ADAPTING THE SOCIAL-EMOTIONAL AND PHYSICAL ENVIRONMENTS

Workshop Evaluation

On a scale of 1 to 5 (5 being the highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

RATING SCALE

359/80	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.48
368/80	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.60
381/80	3.	Was the presentation understandable?	1	2	3	4	5	4.76
396/80	4.	Did the session hold your interest?	1	2	3	4	5	4.95
306/80	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	3.82
378/80	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.72
348/80	7.	Were the activities effective?	1	2	3	4	5	4.35
373/79	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.72
370/80	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.62
360/79	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.55

Please list any changes/suggestions/comments you might have for each institute session:

1987-Fredericksburg

Social Security # ______________________

ADAPTING TEACHING TECHNIQUES

Workshop Evaluation

On a scale of 1 to 5 (5 being the highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

			RATING SCALE					
364/76	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.78
371/77	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.81
374/77	3.	Was the presentation understandable?	1	2	3	4	5	4.85
375/77	4.	Did the session hold your interest?	1	2	3	4	5	4.87
337/77	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	4.37
377/77	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.89
368/77	7.	Were the activities effective?	1	2	3	4	5	4.77
361/76	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.75
372/77	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.83
309/73	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.23

Please list any changes/suggestions/comments you might have for each institute session:

1987-Fredericksburg

Social Security # ____________________

ADAPTING LESSON PLANS

WORKSHOP EVALUATION

On a scale of 1 to 5 (5 being highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

			RATING SCALE					
359/78	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.60
357/78	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.57
371/78	3.	Was the presentation understandable?	1	2	3	4	5	4.75
362/78	4.	Did the session hold your interest?	1	2	3	4	5	4.64
342/78	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	4.38
360/78	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.61
339/77	7.	Were the activities effective?	1	2	3	4	5	4.40
348/77	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.51
364/78	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.66
334/78	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.28

Please list any changes/suggestions/comments you might have for each institute session:

1987-Williamsburg

Social Security # ______________________

IT'S OK TO BE DIFFERENT

WORKSHOP EVALUATION

On a scale of 1 to 5 (5 being highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

			RATING SCALE					
415/95	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.36
472/95	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.96
445/95	3.	Was the presentation understandable?	1	2	3	4	5	4.68
449/95	4.	Did the session hold your interest?	1	2	3	4	5	4.72
375/95	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	3.94
468/95	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.92
435/94	7.	Were the activities effective?	1	2	3	4	5	4.62
403/95	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.24
446/95	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.69
422/93	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.53

Please list any changes/suggestions/comments you might have for each institute session:

1987-Williamsburg

Social Security # ____________________

ADAPTING THE SOCIAL-EMOTIONAL AND PHYSICAL ENVIRONMENTS

Workshop Evaluation

On a scale of 1 to 5 (5 being the highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

			RATING SCALE					
436/92	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.73
419/91	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.60
434/92	3.	Was the presentation understandable?	1	2	3	4	5	4.71
411/93	4.	Did the session hold your interest?	1	2	3	4	5	4.41
342/92	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	3.71
426/91	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.68
399/91	7.	Were the activities effective?	1	2	3	4	5	4.38
394/92	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.28
408/92	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.43
333/84	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	3.96

Please list any changes/suggestions/comments you might have for each institute session:

1987-Williamburg

Social Security # ______________________

ADAPTING TEACHING TECHNIQUES

Workshop Evaluation

On a scale of 1 to 5 (5 being the highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

			RATING SCALE					
382/83	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.60
388/83	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.67
390/83	3.	Was the presentation understandable?	1	2	3	4	5	4.69
378/83	4.	Did the session hold your interest?	1	2	3	4	5	4.55
322/80	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	4.02
392/83	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.72
370/81	7.	Were the activities effective?	1	2	3	4	5	4.56
405/82	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.93
385/82	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.69
326/76	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.28

Please list any changes/suggestions/comments you might have for each institute session:

1987-Williamsburg

Social Security # ______________________

ADAPTING LESSON PLANS

WORKSHOP EVALUATION

On a scale of 1 to 5 (5 being highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

RATING SCALE

392/90	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.35
398/90	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.42
410/90	3.	Was the presentation understandable?	1	2	3	4	5	4.55
361/90	4.	Did the session hold your interest?	1	2	3	4	5	4.01
373/89	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	4.19
408/90	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.53
352/85	7.	Were the activities effective?	1	2	3	4	5	4.14
359/87	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.12
385/89	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.32
328/85	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	3.85

Please list any changes/suggestions/comments you might have for each institute session:

1987-Petersburg

Social Security # ______________________

IT'S OK TO BE DIFFERENT

WORKSHOP EVALUATION

On a scale of 1 to 5 (5 being highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

			RATING SCALE					
128/27	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.74
123/26	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.73
134/27	3.	Was the presentation understandable?	1	2	3	4	5	4.96
134/27	4.	Did the session hold your interest?	1	2	3	4	5	4.96
123/27	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	4.55
132/27	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.88
133/27	7.	Were the activities effective?	1	2	3	4	5	4.92
120/27	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.44
128/27	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.74
107/25	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.28

Please list any changes/suggestions/comments you might have for each institute session:

ANNOUNCING 1986
REGIONAL INSTITUTES

ADAPTING INSTRUCTION FOR THE MILDLY HANDICAPPED STUDENT AT THE SECONDARY LEVEL

Virginia Commonwealth University

Sponsored by
College of Education
Virginia Commonwealth University
Richmond, Virginia
and
Division of Special Education Programs
and Pupil Personnel Services
Virginia Department of Education
Richmond, Virginia
and
Division of Personnel Preparation
Office of Special Education Programs
Department of Education
Washington, D.C.

Institute Director: Dr. Judy W. Wood
Associate Professor
School of Education, Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284
(804) 257-1305

Social Security # ______________________

ADAPTING THE SOCIAL-EMOTIONAL AND PHYSICAL ENVIRONMENTS

Workshop Evaluation

On a scale of 1 to 5 (5 being the highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

RATING SCALE

129/27	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.77
130/27	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.81
133/27	3.	Was the presentation understandable?	1	2	3	4	5	4.92
130/27	4.	Did the session hold your interest?	1	2	3	4	5	4.81
125/27	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	4.62
133/27	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.92
133/27	7.	Were the activities effective?	1	2	3	4	5	4.92
131/27	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.85
133/27	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.92
105/26	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.03

Please list any changes/suggestions/comments you might have for each institute session:

1987-Petersburg

Social Security #________________

ADAPTING TEACHING TECHNIQUES

Workshop Evaluation

On a scale of 1 to 5 (5 being the highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

			RATING SCALE					
120/25	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.80
121/25	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.84
123/25	3.	Was the presentation understandable?	1	2	3	4	5	4.92
120/25	4.	Did the session hold your interest?	1	2	3	4	5	4.80
113/25	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	4.52
123/25	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.92
121/25	7.	Were the activities effective?	1	2	3	4	5	4.84
120/25	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.80
120/25	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.80
91/21	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.33

Please list any changes/suggestions/comments you might have for each institute session:

1987-Petersburg

Social Security # ______________________

ADAPTING LESSON PLANS

WORKSHOP EVALUATION

On a scale of 1 to 5 (5 being highest), circle the number which best expresses your reaction to each of the following. The scale is:

VERY POOR	POOR	ADEQUATE	GOOD	EXCELLENT
1	2	3	4	5

			RATING SCALE					
123/26	1.	Was the information presented relevant to your needs?	1	2	3	4	5	4.73
123/26	2.	Can you use what you learned in your professional/personal life?	1	2	3	4	5	4.73
125/26	3.	Was the presentation understandable?	1	2	3	4	5	4.80
123/26	4.	Did the session hold your interest?	1	2	3	4	5	4.73
118/26	5.	Was sufficient time allotted for topics discussed?	1	2	3	4	5	4.53
127/26	6.	Was the consultant effective in presenting material?	1	2	3	4	5	4.88
124/26	7.	Were the activities effective?	1	2	3	4	5	4.76
121/26	8.	Were the audio visual presentations effective?	1	2	3	4	5	4.65
124/26	9.	Would you recommend this workshop to others?	1	2	3	4	5	4.76
94/20	10.	Do you feel a need for additional workshops in this area?	1	2	3	4	5	4.70

Please list any changes/suggestions/comments you might have for each institute session:

It's OK To Be Different Workshop Evaluation - Roanoke

-Have transparencies visible to the backrow audience. Have transparencies relate more directly to the topic (characteristic) being discussed.

-More time needed for the activities discussed and presented.

-Excellent, really enjoyed.

-The actual presentation was very good-beginning paperwork could be condensed.

-Spend more time, excellent handouts, glad we didn't have to take a lot of notes.

-It would be great to have this type of in-service for entire faculty.

-Raise screens so it can be seen more easily.

-I need more help with scheduling children with special needs.

-Very informative on a basic level. I'm looking forward to the other workshops.

-Good, stimulating lecture.

-Super, very attractive audio-visuals.

-More time.

-Exciting, enjoyable, educational.

Adapting The Learning Environment Workshop Evaluation - Roanoke

-The transparencies are excellent, especially for those of us with poor eyesight. Your enthusiasm is contagious.

-Judy, you make learning fun.

-Good teaching allows participants to participate.

-Again, I found this workshop enjoyable and educational.

-Your enthusiasm is most contagious.

Adapting Teaching Techniques Workshop Evaluation - Roanoke

-Great.

-Excellent workshop session.

-Keep shining.

-Overhead transparency for Adventurers is titled Adventures by mistake.

-Excellent.

-Everything is meaty and applicable.

-I think you should travel around to pre-school conferences and give a modified version of this workshop to all regular teachers. I wandered into your workshops at our ACLD conference several years ago where you gave a 30 minute condensed version that was fabulous. The stacks of material you handed out were invaluable.

-Hard to know whether I can use until packet is read later.

-So much to digest.

-Excellent transparencies.

-Thank you.

-I suggest that you add another method in addition to the overhead and transparencies for instruction. As each session goes by, I would enjoy a video tape of a mainstreamed student being taught well for his special problem.

-Whew!! How long have you been walking on this??? Great!

-Kind of rushed, maybe break the material up into 2 workshops.

Adapting Lesson Plans Workshop Evaluation - Roanoke

-Thank you for a well organized workshop. I also enjoyed the colorful graphics on the transparencies.

-The institute should be longer (# of days) to lead to more discussion.

-Excellent but would have enjoyed more time to put this all together.

-The only problem I see is lack of time. Such good info and such limited time.

-Punch all handouts or give large envelope.

-This was good for pulling everything together.

-I really enjoyed the whole workshop and applaud you on your enthusiasm.

-This was the best session for bringing things together. "You done good".

-Enjoyed very much.

-Excellent.

-Very applicable ideas.

-Great.

-Nice.

-I have enjoyed the well planned workshops. I am a vocational teacher and I want you to know that you have given information that will help me and I also understand better some of the existing problems.

-Good job.

It's OK To Be Different Workshop Evaluation - Staunton

-Excellent presentation.

-Appreciated the time allotted for people to ask questions. Very encouraging.

Adapting The Learning Environment Workshop Evaluations - Staunton

-Would like to know more about teaching acquisition, retention and transfer.

-Would like more time to discuss and to get notes from visuals.

-Excellent.

-Additional time.

-May we adopt you, Judy?

-Great.

-Color-coding is great.

-Excellent.

Adapting Teaching Techniques Workshop Evaluations - Staunton

Adapting Lesson Plans Workshop Evaluation - Staunton

-It might be beneficial to show in long range lesson planning how the aspects of acquisition, retention and transfer can be carefully developed. Great idea for the modified lesson plan. May want to point out the crucial need for good public relations between the resource and regular teachers. Resource teachers need to watch how they come across to others.

-I don't feel I grasp adapting what the regular teacher would teach and how to fill in the chart. The session did require understanding of previous workshops. A lot of info has been presented and has not been digested.

-Could have expanded this one as many want to know more about how to assist regular teachers.

-Needs more explanations and examples.

-I really feel I've benefitted from these sessions. I do need additional info. on the acquisition, retention and transfer of info. I feel I do it but I feel better if I am aware of it.

-Use less transparencies.

-Additional time.

-Good to work through adapting lesson plan. We need practice. Maybe give 2.

-I have enjoyed the workshops.

It's OK To Be Different Workshop Evaluation - Fredericksburg

-Include physically handicapped children-orthopedically impaired, in your presentation.

-I really enjoyed this workshop. You are always excellent. Thanks for sharing.

-This was quite interesting and relevant.

-Please speak loudly enough to reach back rows.

-More time to present all of the information is needed. Very interesting presentation- much is learned through discussion of participants comments.

-Very enjoyable.

-Film on visual disabilities through eyes of handicapped-see Dr. Carole Seers, Dr. Barbara Given.

Adapting the Social-Emotional and Physical Environments Workshop
Evaluation - Fredericksburg

-Excellent presentation!

-Additional workshops to improve teacher attitudes are needed.

-Time for teachers to discuss concerns and problem solve could be a follow-up activity-so many "needs" and sharing occurs with this topic area.

-We have covered this before in our county in-service. Very nice for those who have not covered it before.

-Too much material in too short a period of time, could use at least 3 hours rather than 1-1/2 hours allotted.

-Very helpful! Wonderful!

-All information is most helpful! You are also a delightful person!

-The workshop was interesting and informative. Being a teacher of ED-I would have like more emphasis on behavior management because that is the area my mainstreamed teachers have the most concerns over.

-More time could be allotted for these topics. This area is frequently missing from teacher preparation ie. social skills, and is a big problem.

-Very informative - I can hardly wait to put it to good use!

-I had no handicapped students who were specifically labeled as such this past year, but I did have a number who bordered on disabilities of various types. The best part of your program is that it applies to those students as well as identified handicapped students.

-Enjoyable, informative presentation. Wish we could have spent more time on emotional environment, ie. self-esteem problems, etc. I have students who say to me things like "Do you realize what it's like to have to tell a girl you're LD or to have to explain why you come in this room",etc.

-Outstanding!

-Most of this has been covered in county in-service or graduate classes.

-More time needed.

-I realize there is a packet to fill in all gaps but with more discussion the interaction might be worth time spent.

-Add under social interaction-stop or withdraw from a social interaction.

-Felt awash in a sea of terms and overviews many of which were known to me and others already, which in fact were acknowledged by you as known by us. EX. effective use of instructional time, too many references made to packet. Skimming, what appeared to be the heart of this session for the actual classroom teacher was blown right by. If there are specific techniques, then spend time on those-those ideas which will make me more effective. Suggestions: Break participants into content area teachers and special ed. teachers. Deal with specific instructional time utilization or behavior modifications as needed by the content teacher. The special teacher could be instructed in behavior man. in resource room.

-More time needed for specific identification of and solutions to problems-much of this was familiar but most of us (though we know the problem) haven't arrived at solution.

Adapting Teaching Techniques Workshop Evaluation - Fredericksburg

-At levels appropriate for the content area teacher. I would hate to think that a special education teacher didn't already know all these things presented this hour.

-Very good.

-Bloom's taxonomy-application to EMR's - Is it possible that EMR's are able to be on the knowledge level and the Evaluation and not hit the others? They especially criticize.

-Great!

-Do you ever wear out? Could you bottle your enthusiasm? I'd buy it for lots of $$.

-Activities very relevant to presentation.

-Video of teaching examples would be interesting and a change of pace here.

-Great examples of very simple yet effective techniques of just plain good teaching. S. Engleman has suggested that in correcting wrong responses that a teacher respond with "you told me the answer to---" or "that is the reason..., etc." paired with a statement that answers the questions asked. Therefore, the student knows that his answer fit into the whole scheme of things somehow and also hears the correct answer. This form of correcting can be very effective in certain situations.

-Excellent!

-I wish that more teachers from my school district had attended.

-I have been made aware of many things that can be corrected for the current year.

-I felt this was a very useful reminder for good teaching techniques.

-Absolutely wonderful! I plan to use the overhead projector a lot more in my classroom.

-Super good! Thanks for the handouts, too!

-Great! Really excites me to work with my teachers.

-Super! Vivacious and interesting!

-I love the structure, the presentations and the materials.

-Excellent, lively, quick yet clear.

-Would very much like to see Dr. Joan Fulton's research and techniques in Developmental Teaching presented. It's based on the last 10 years in brain research and fits well with "Learning Strategies" by Ally & Deshler in Kansas.

-I once attended a workshop where the audience was provided index cards on which to write questions, the cards were turned in at the first break and answered by the group leader at the start of the next session. I think sometimes we (I?) are intimidated by restless colleagues and we will opt not to ask questions or initiate discussion rather than prolong the session.

-Excellent!

Adapting Lesson Plans Workshop Evaluation - Fredericksburg

-Would recommend more practice in adapting lessons.

-Point out that some of the behavioral problems may be a result of not being appropriately mainstreamed. The checklist should help this be determined.

-Sorry more staff from Fairfax was not here.

-This is my 33rd year teaching so this is the last education course I'll ever take for recertification in Virginia. This has been so pleasant-what a way to close out a career. Many thanks! It has been helpful and exciting.

-Very nice.

-Judy, I love your style- especially your high energy level, I don't see how you can maintain it so constantly.

-Extremely helpful!

-I was confused on the acquisition, retention and transfer portion.

-I would like information presented on the 3 ways to teach an activity included in the packet. Thank you for all your time and effort. I am eager to implement this in my school.

-I'll study the gray material diligently, lesson plans are my downfall. Thanks.

-On your lecture outline for the sections not included in the packet, it would be helpful to provide more space so participants can write notes by the topic, instead of on back of paper or on another piece of paper.

-I would have appreciated a completion of a lesson plan instead of suggestions as to how it might be completed. Suggestion-break teachers in small groups, 1 content teacher, 2 or 3 special teachers and actually let them complete a real lesson plan.

-Checklist would be better if it had horizontal lines directing vision to appropiate space.

-I would like for the groups to have spent more time on the lesson plan modification.

-I think it would have been helpful to either have us pull out yesterday's sheets concerning technique or put up transparencies to remind us of meaning and connection, between the terms you used and the lesson planning methods. I also felt that we didn't really identify "adaptations" of lesson plans as much as we did various approaches to getting kids ready to learn and writing.

It's Ok To Be Different Workshop Evaluation - Williamsburg

-Would really like to have this presentation available for regular classroom teachers in our school. Is there any way this could be arranged?

-It was a good workshop for regular or new teachers.

I felt a feeling of being rushed to get so much information in such a short time. Excellent instructor!

-We need to get this information to administrators.

-Enjoyed it very much and gave me a new incentive to go back this fall with a new zeal. Thanks!

-I'd like to see this presented in my school!

-It's a delight to work with a consultant who has obviously been certified as disturbed. Ha! Ha!

-You are a natural born teacher. Your presentation was excellent.

-Involve an additional number of people/especially administrators and guidance counselors.

-Better visibility for those in rear of room-to facilitate visibility re: AV equipment.

-More time needed to do activities.

-More in-depth instruction.

-Arrange chairs in semi-circle.

-Logistics should be handled more quickly to get to purpose of workshops as 1-1/2 hours on an introductory session would have been nice.

-Needed more meat in activities, many things were probably more geared for regular teachers-especially characteristics activities.

-Keep to the point. Don't wander off the topics so much.

-Don't spend so much time on games. Get to the pertinent information.

Adapting The Social-Emotional and Physical Environment Workshop
Evaluation - Williamsburg

-Too much elementary and special education bias in much of the program-needs more secondary input.

-Time for more discussion.

-I love the transparencies! The colors are super. One thing you might consider is having some of the teacher representations male.

--Not enough time-very interesting-more regular education teachers should have been required to attend.

-Too general I think the content should be more specific.

-Could recommend or (describe) a behavior management approach we have found successful at school.

-Very interesting!

-Make available to administrators! On second thought, make it must!

-Material covered was very helpful!

-Great for regular teachers who know little about special education.

-Poor spacing-too much time on first part, did not allow time to get into "critical" issues.

--I would like to see more time spent on scheduling as the other areas were more common sense and the regular teachers who would take a summer to attend this are already practicing the other areas.

-People in charge of scheduling could certainly benefit from this.

-As a regular classroom teacher I really need to hear the specifics of how mainstreaming will change my instructional techniques and what are the needs of my students. You showed how difficult it is for students when presented with specific barriers e.g. a students can't read there fore seeing new words presented a terribly difficultly for him (George and the Giant). But as a math teacher what is my responsibility to this child? Most of what you have said reinforces in my mind that special education student's needs are no different than those of regular ed students in general math classes.
Unless of course the handicap is severe, in which case I'm not equipped to handle it. i.e. blind or deaf.

-More emphasis is being put on students in the classes that go out for resource, I've found that the mainstreaming that creates the most problems is when children from self-contained classes are sent for one or two classes. More focus needs to be put on this area.

-Some of the information (scheduling special education students) was not relevant to regular education teachers. Given vast amount of information incorporated into this session, you would do better to cut this info, which is not relevant to regular education.

Adapting Teaching Techniques Workshop Evaluation - Williamsburg

-The color coding is great! Will make the use of materials much more effective.

-Very Good!

-This was a great presentation-a tremendous amount of material to be cover in such a short time. But very valuable!

-The content in this area was so extensive-It would have been valuable to have the printed material in hand.

-Love the artwork on all of the transparencies-clever. Keeps it from the "usual" sterile appearance of overhead material. Clothes blend well with room-was that planned?

-Judy, please take this as a compliment only-from the shoulders up, you are so much like Dolly Parton. Your style of teaching is so entertaining and so natural. Keep it up. You're making the workshop fun as well as informative-P.S. Does your husband look like Burt Reynolds? I have another burning question for you on the last day.

-Reached the point of "overload" during the session. Specific adaptations need to be stressed more for the regular teacher.

-Went through this too fast.

Adapting Lesson Plans Workshop Evaluation - Williamsburg

-Project was enjoyed.

-Overall, an excellent job!

-Excellent Workshop! Very useful!

-Dr. Wood is an excellent presenter.

-Good adaptation in use of transparencies.

-Extremely well-organized program, wealth of information given, very valuable workshop.

-Very informative and practical.

-Excellent, short and sweet.

-Workshop as a whole is very good and what is needed. Judy and Jennifer's presentation were excellent as much personality was shown. The lesson plan example completed as an activity was confusing. It would be better to have a sample completed one and then move to write one as a group. Too many people and suggestions were confusing-group size too large for this method.

-The transparencies were excellent; however, other approaches and media should be incorporated into the workshop.

-Excellent.

-Judy, I thoroughly enjoyed all of your lectures. You are an excellent speaker. Most of the info was very helpful, but again the only problem I find is that I often have too many students to be able to do a lot of these suggestions. I often have 35-40 kids in a class and although I would love to use some of these ideas-it's hard to find the time when it takes me over an hour just to grade a set of class papers for 40 kids. The largest problem I have in my school is class size. If I had 20-25 kids I could do all of this, but with all these kids, how do I do these things? I really would like to know.

-Overall-Institute would be better suited to the elementary level. Too many transparencies. I do appreciate the slacking off on their use. Not enough of interaction among participants. Judy's personality is perfect for this type of activity. She is naturally entertaining. Eliminate media presentation.

-The handout on teacher assessment can be used at the intro of the entire workshop and at the end of the workshop. I include social skills lesson plans. Very few educators discuss lesson plans or task analyze social behaviors only instructional or academic. I suggest lesson plans for teachers to teach or control children in regular classroom with behavior problems. The focus has been EMR, LD, but not ED.

-I felt that when we were going over the ditto "Lesson Plan Modification" more time should have been spent demonstrating filling in each item.

-Needed more time for explanation.

-More time should be devoted to some sections of the workshop. The role of counselor should be included in presentation.

-More lesson plans with audience participation. You had the group-go for it! Turn off the overhead more frequently. Attention is drawn to you when you turn it off. People enjoy listening to you-rely on you strength.

-Very good workshop. Judy Wood is a dynamic presenter.

-The institute has given me many good ideas that I will be able to use in my classroom and hopefully reach some of the "lost children".

-The overall workshop was excellent.

It's OK To Be Different Workshop Evaluation - Petersburg

-This workshop would be beneficial to Amelia County Schools.

-Session was excellent and relevant. I do not feel compelled to be a part of a "rigid experience". Here the atmosphere was very relaxing.

-Very interesting. I enjoyed the session.

-This workshop would be very beneficial in Amelia.

-Very enthusiastic and interesting.

Adapting the Social-Emotional And Physical Environment Workshop
Evaluation - Petersburg

-I really have enjoyed these meetings. Everyone is really nice and friendly. May God bless you all in you very special work you all do.

-I thoroughly enjoyed the workshop. Hopefully, we can get you to visit our high school and share this info with our faculty. Thank-you!

-This session was fantastic!! The visuals, examples, "parables", etc., were truly wonderful! Wish you could present this to our faculty. Will seek to pursue this with our Supervisor of Special Education.

-I especially appreciate your priority emphasis on quality teaching- then deal with any aberrant behavior.

-Most informative presentation, well-organized and delivered.

-Excellent! Very helpful to any teacher. Thank-you!

-Excellent presentation. Like the others-the overheads were wonderful.

Adapting Teaching Techniques Workshop Evaluation - Petersburg

-Very enjoyable and helpful.

-You are the best presenter under which I've sat in a very long time. Thank you!! The sessions have been beautifully executed!!!

-This is the heart of the workshop. Please try to provide more time with it.

-Very enjoyable and informative. I learned valuable information that will help me immensely in the future. Thank you!

-Excellent!!

Adapting Lesson Plans Workshop Evaluation - Petersburg

-Very good. All of your lectures have been very good. I have really enjoyed every minute of it. Good luck.

-Most informative, well-organized. Great! Great! All sessions!

-Dr. Wood: Thank you so much for bringing this workshop to our area. It's been a joy. You're a class act! Always continue. Love and peace.

-Very helpful suggestions on lesson plan adaptations.

-Beautifully structured! Handouts are excellent!!! I am most appreciative for the wealth of material received. Thanks for sharing!

-This has been a most organized and informative workshop!! Now I have the rest of the summer to go through and digest the volume of material. Thank you for all your time and effort!!

APPENDIX D

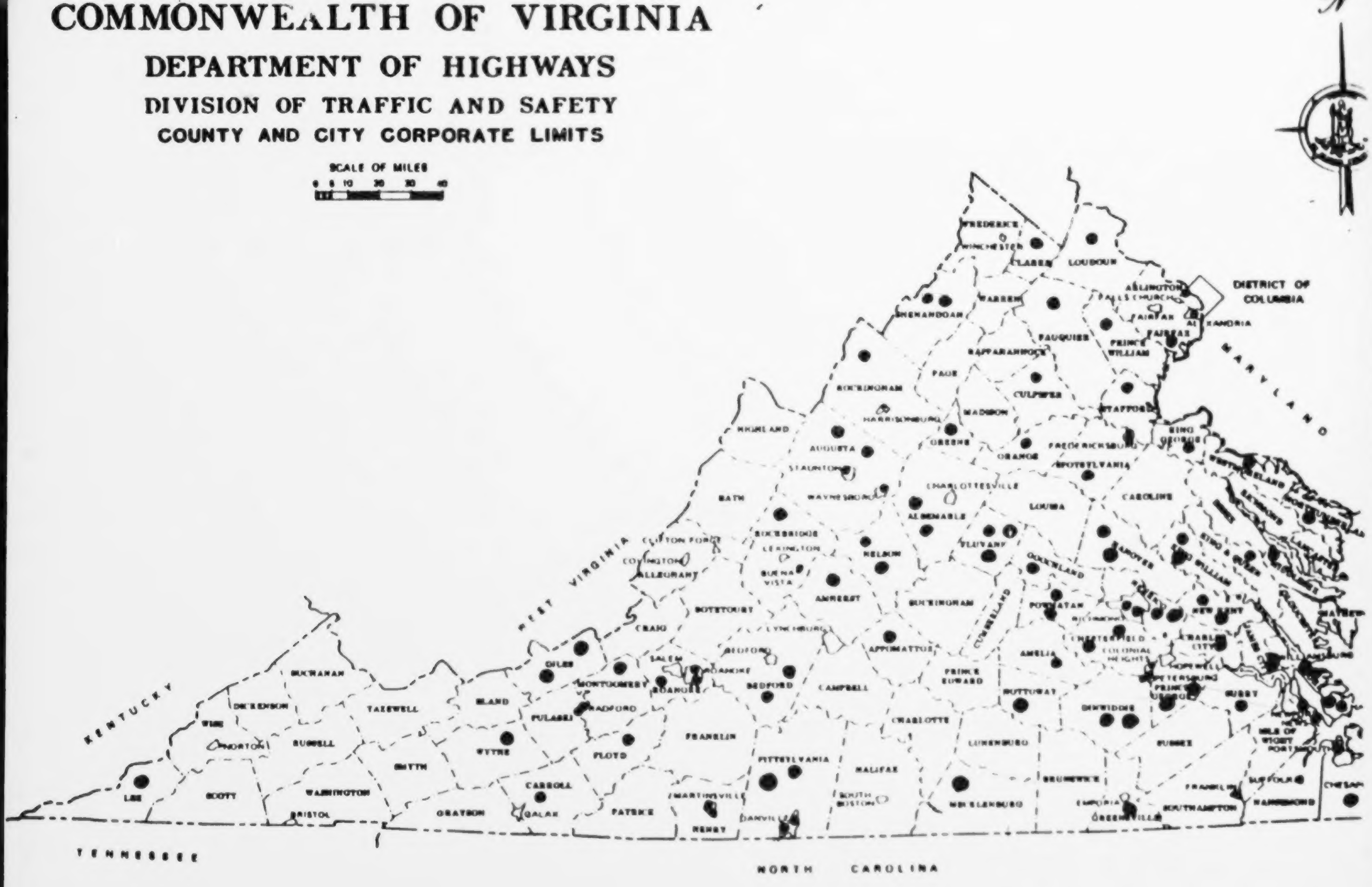
Maps of Dissemination

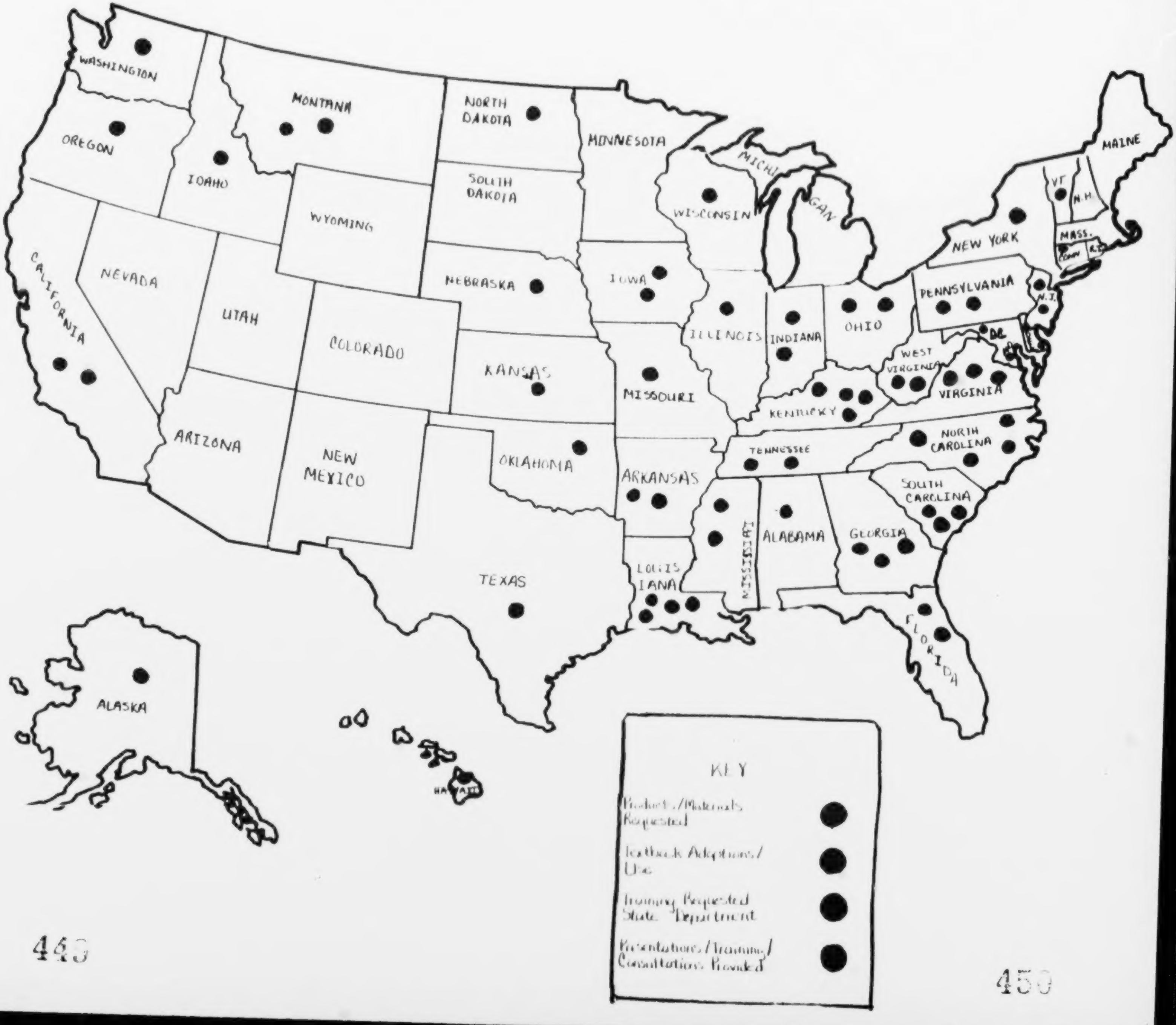
COMMONWEALTH OF VIRGINIA

DEPARTMENT OF HIGHWAYS

DIVISION OF TRAFFIC AND SAFETY

COUNTY AND CITY CORPORATE LIMITS


SCALE OF MILES
0 5 10 20 30 40
N
DISTRICT OF COLUMBIA
MARYLAND
WEST VIRGINIA
KENTUCKY
TENNESSEE
NORTH CAROLINA
FREDERICK
WINCHESTER
CLARKE
LOUDOUN
ARLINGTON
FALLS CHURCH
FAIRFAX
ALEXANDRIA
WARREN
SHENANDOAH
FAUQUIER
PRINCE WILLIAM
RAPPAHANNOCK
PAGE
CULPEPER
STAFFORD
ROCKINGHAM
HARRISONBURG
MADISON
KING GEORGE
HIGHLAND
AUGUSTA
GREENE
ORANGE
FREDERICKSBURG
SPOTSYLVANIA
STAUNTON
CHARLOTTESVILLE
WAYNESBORO
BATH
ALBEMARLE
LOUISA
CAROLINE
CLIFTON FORGE
ROCKBRIDGE
LEXINGTON
COVINGTON
ALLEGHANY
NELSON
FLUVANNA
GOOCHLAND
HANOVER
BUENA VISTA
AMHERST
BUCKINGHAM
POWHATAN
BOTETOURT
CRAIG
LYNCHBURG
RICHMOND
NEW KENT
CHESTERFIELD
COLONIAL HEIGHTS
CHARLES CITY
HOPEWELL
GILES
BEDFORD
APPOMATTOX
AMELIA
PETERSBURG
PRINCE GEORGE
SALEM
ROANOKE
PRINCE EDWARD
CUMBERLAND
NOTTOWAY
SURRY
BUCHANAN
BLAND
MONTGOMERY
RADFORD
CAMPBELL
DINWIDDIE
TAZEWELL
PULASKI
CHARLOTTE
ISLE OF WIGHT
PORTSMOUTH
DICKENSON
WISE
NORTON
RUSSELL
WYTHE
FLOYD
FRANKLIN
LUNENBURG
SUSSEX
SMYTH
PITTSYLVANIA
HALIFAX
BRUNSWICK
SUFFOLK
NANSEMOND
LEE
SCOTT
WASHINGTON
BRISTOL
GRAYSON
CARROLL
GALAX
PATRICK
MARTINSVILLE
HENRY
DANVILLE
SOUTH BOSTON
MECKLENBURG
EMPORIA
GREENSVILLE
SOUTHAMPTON
CHESAPEAKE


WASHINGTON
OREGON
CALIFORNIA
IDAHO
MONTANA
NEVADA
UTAH
WYOMING
COLORADO
ARIZONA
NEW MEXICO
NORTH DAKOTA
SOUTH DAKOTA
NEBRASKA
KANSAS
OKLAHOMA
TEXAS
MINNESOTA
IOWA
MISSOURI
ARKANSAS
LOUISIANA
WISCONSIN
MICHIGAN
ILLINOIS
INDIANA
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
FLORIDA
OHIO
WEST VIRGINIA
VIRGINIA
NORTH CAROLINA
SOUTH CAROLINA
PENNSYLVANIA
NEW YORK
MAINE
VT
N.H.
MASS.
CONN
R.I.
N.J.
DE
ALASKA
HAWAII
KEY
Product /Materials Requested ●
Textbook Adoptions / Use ●
Training Requested State Department ●
Presentations / Training / Consultations Provided ●

APPENDIX E

1986 Institute Brochure

APPENDIX F

1986 Letter to Localities From State Department

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
P.O. BOX 6Q
RICHMOND 23216-2060

April 10, 1986

MEMORANDUM

TO: Principals
Local Administrators/Supervisors of Special Education
Local Directors/Supervisors of Vocational Education
Directors/Supervisors of Instruction

FROM: Leslie W. Jones, Acting Director
Division of Special Education Programs

SUBJECT: Institutes on "Adapting Instruction for Mildly Handicapped Mainstreamed Students at the Secondary Level"

"Project Train" at Virginia Commonwealth University, with the support of the Division of Special Education Programs, is sponsoring three summer institutes for regular and special education personnel on techniques for adapting instruction for mildly handicapped youth in the mainstream in secondary settings. These institutes will be conducted on June 24-26, 1986 at the Martha Washington Inn, Abingdon, Virginia; on July 8-10, 1986 at the Red Carpet Inn Ingleside, Staunton, Virginia; and on July 22-24, 1986 at the Airport Sheraton Inn, Roanoke, Virginia.

The institute sessions are scheduled from 9:00 a.m. to 3:00 p.m. and will address topics related to: adapting the learning environment, adapting teaching techniques, adapting media, adapting the presentation of content, adapting lesson plans and procedures for evaluating student performance/grading.

Local school division personnel are invited to submit applications for institute attendance and participation. The institutes are designed specifically for regular education personnel, special education personnel, classroom aides, and related services personnel who serve secondary mildly handicapped youth. Lodging, transportation and meals will be the responsibility of the local school division or the individual conferee. Institute participants may elect to receive one unit of non-college credit, one unit of continuing education credit, or one hour of graduate credit. Tuition will be charged for continuing education credit or for graduate credit. Tuition will be the responsibility of the local school division or the individual participant. Participants will be selected on a first-come first-served basis.

-over-

An outline of the institute topics and activities is provided in the enclosed program. For further information or to apply for the institute participation, complete the attached application form or contact Dr. Judy W. Wood, Institute Director, telephone (804) 257-1305, by June 15, 1986.

LWJ/pgs

Enclosure

cc: Division Superintendents
Dr. N. Grant Tubbs

APPENDIX G

1986 Letter to Selected Participants - Staunton

Virginia Commonwealth University

Dear

It is a pleasure to inform you that you have been selected as a participant in the 1986 Regional Institute "Adapting Instruction for the Mildly Handicapped Student at the Secondary Level". The institute is scheduled for July 8-10, 1986 at the Red Carpet Ingleside, Staunton, Virginia. I hope that you will find the institute sessions enjoyable as well as informative. These sessions are designed to provide information on adapting instruction for secondary level mildly handicapped youth who are served in the mainstream.

Please plan to arrive in time for institute registration which will be conducted from 8:30-9:15 A.M. on July 8 in the lobby area of the Red Carpet Ingleside. The opening session of the institute will begin promptly at 9:30 A.M. on July 8.

Inservice participants may receive one hour graduate credit to be awarded by Virginia Commonwealth University (tuition cost of $62 to be paid by participant), or 1.5 hours continuing education credit (CED), (cost of $20 to be paid by participant), and/or one non-college credit hour (see staff development personnel in your division for specific arrangements). Registration will be held from 8:30 A.M. to 9:15 A.M. on the first day of each institute.

If your plans change and you are unable to attend the institute, please notify me as soon as possible so that your place can be reassigned to a person on the waiting list.

We look forward to seeing you in Staunton. If you have questions or require further information, please call Beatrice White or Jennifer Miederhoff at (804) 257-1305.

Sincerely,

Judy W. Wood

Judy W. Wood, Ph.D
Associate Professor

School of Education • Oliver Hall-South • 1015 West Main Street • Richmond, Virginia 23284-0001

APPENDIX H

1986 Institute Program - Staunton

1986 REGIONAL WORKSHOP
ON
ADAPTING INSTRUCTION FOR THE MILDLY HANDICAPPED
AT THE SECONDARY LEVEL

July 8-10, 1986

Red Carpet Ingleside
Staunton, Virginia
(703) 248-1201

Sponsored by:

College of Education
Virginia Commonwealth University
Richmond, Virginia

and

Division of Special Education Programs
and Pupil Personnel Services

Virginia Department of Education
Richmond, Virginia

and

Division of Personnel Preparation
Office of Special Education Programs
Department of Education
Washington, D.C.

Institute Director:

Dr. Judy W. Wood
Associate Professor
School of Education
Virginia Commonwealth University
Richmond, Virginia

Division Host:

Mr. Kenneth B. Frank
Division Superintendent
Staunton City Schools

WORKSHOP PROGRAM

1986 Regional Workshop on Adapting Instruction for the
Mildly Handicapped at the Secondary Level

Red Carpet Ingleside
Staunton, Virginia
(703) 248-1201

July 8-10, 1986

Tuesday, July 8, 1986

8:30 a.m. - 9:15 a.m.	CONFERENCE REGISTRATION (Lobby Area)	
9:15 a.m. - 9:45 a.m.	OPENING REMARKS (Main Ballroom)	
	WELCOMING: Mr. Kenneth B. Frank Division Superintendent Staunton City Schools	
	INTRODUCTIONS: Dr. Judy W. Wood Project Director Project TRAIN	
	INSTITUTE FORMAT: Dr. Judy W. Wood	
9:45 a.m. - 11:45 a.m.	WORKSHOP INSTITUTE (Main Ballroom)	
	Institute:	"It's O.K. to be Different"
	Presenter:	Dr. Judy W. Wood Associate Professor Virginia Commonwealth University Richmond, Virginia
11:45 a.m. - 1:15 p.m.	LUNCH	

Tuesday, July 8, 1986 (cont'd)

1:15 p.m. - 2:45 p.m. WORKSHOP INSTITUTES - CYCLE I
(Select One)

Institute A: Procedures for Evaluation and Grading
(Main Ballroom #1)

Presenter: Ms. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth University
Richmond, Virginia

Institute B: Adapting the Presentation of Content
(Main Ballroom #2)

Presenter: Ms. Kim Rush
Specialist in Emotional Disturbance
Hanover County Schools
Ashland, Virginia

Institute C: Adapting Media
(Executive Room)

Presenter: Ms. Beatrice White
Project Coordinator
Virginia Commonwealth University
Richmond, Virginia

2:45 p.m. ADJOURNMENT

Wednesday, July 9, 1986

9:00 a.m. - 10:30 a.m. WORKSHOP INSTITUTES - CYCLE II

Institute: Adapting the Learning Environment
(Main Ballroom)

Presenter: Dr. Judy W. Wood
Associate Professor
Virginia Commonwealth University
Richmond, Virginia

10:30 a.m. - 10:45 a.m. BREAK (Lobby Area)

10:45 a.m. - 12:15 p.m. WORKSHOP INSTITUTES - CYCLE III
(Select One)

Institute A: Procedures for Evaluation and Grading
(Main Ballroom #1)

Presenter: Ms. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth University
Richmond, Virginia

Wednesday, July 9, 1986 (cont'd)

Institute B: Adapting the Presentation of Content
(Main Ballroom #2)

Presenter: Ms. Kim Rush
Specialist in Emotional Disturbance
Hanover County Schools
Ashland, Virginia

Institute C: Adapting Media
(Executive Room)

Presenter: Ms. Beatrice White
Project Coordinator
Virginia Commonwealth University
Richmond, Virginia

12:15 p.m. - 1:30 p.m. LUNCH

1:30 p.m. - 3:00 p.m. WORKSHOP INSTITUTE (Main Ballroom)

Institute: Teaching Techniques

Presenter: Dr. Judy W. Wood
Associate Professor
Virginia Commonwealth University
Richmond, Virginia

3:00 p.m. ADJOURNMENT

Thursday, July 10, 1986

9:00 a.m. - 10:30 a.m. WORKSHOP INSTITUTES - CYCLE IV
(Select One)

Institute A: Procedures for Evaluation and Grading
(Main Ballroom #1)

Presenter: Ms. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth University
Richmond, Virginia

Institute B: Adapting the Presentation of Content
(Main Ballroom #2)

Presenter: Ms. Kim Rush
Specialist in Emotional Disturbance
Hanover County Schools
Ashland, Virginia

Thursday, July 10, 1986 (cont'd)

Institute C: Adapting Media
(Executive Room)

Presenter: Ms. Beatrice White
Project Coordinator
Virginia Commonwealth University
Richmond, Virginia

10:30 a.m. - 10:45 a.m. BREAK (Lobby Area)

10:45 a.m. - 11:30 a.m. WORKSHOP INSTITUTE (Main Ballroom)

Institute: Adapting Lesson Plans

Presenter: Dr. Judy W. Wood
Associate Professor
Virginia Commonwealth University
Richmond, Virginia

11:30 a.m. - 12:30 p.m. WORKSHOP CLOSING

Dr. Judy W. Wood

Institute Artwork by Donna DePue

Student Assistant to Project TRAIN - Patricia Nichols

APPENDIX I

1986 Letter to Selected Participants - Roanoke

Virginia Commonwealth University

Dear

It is a pleasure to inform you that you have been selected as a participant in the 1986 Regional Institute "Adapting Instruction for the Mildly Handicapped Student at the Secondary Level". The institute is scheduled for July 22-24, 1986 at the Airport Sheraton Inn, 2727 Ferndale Drive, N.W., Roanoke, Virginia. I hope that you will find the institute sessions enjoyable as well as informative. These sessions are designed to provide information on adapting instruction for secondary level mildly handicapped youth who are served in the mainstream.

Please plan to arrive in time for institute registration which will be conducted from 8:30-9:15 A.M. on July 22 in the lobby area of the Airport Sheraton Inn. The opening session of the institute will begin promptly at 9:30 A.M. on July 22.

Inservice participants may receive one hour graduate credit to be awarded by Virginia Commonwealth University (tuition cost of $62 to be paid by participant), or 1.5 hours continuing education credit (CED), (cost of $20 to be paid by participant), and/or one non-college credit hour (see staff development personnel in your division for specific arrangements). Registration will be held from 8:30 A.M. to 9:15 A.M. on the first day of each institute.

If your plans change and you are unable to attend the institute, please notify me as soon as possible so that your place can be reassigned to a person on the waiting list.

We look forward to seeing you in Roanoke. If you have questions or require further information, please call Beatrice White or Jennifer Miederhoff at (804) 257-1305.

Sincerely,

Judy W. Wood

Judy W. Wood, Ph.D.
Associate Professor

School of Education · Box 2020 • Oliver Hall-South • 1015 West Main Street • Richmond, Virginia 23284-0001

APPENDIX J

1986 Institute Program - Roanoke

1986 REGIONAL WORKSHOP
ON
ADAPTING INSTRUCTION FOR THE MILDLY HANDICAPPED
AT THE SECONDARY LEVEL

July 22-24, 1986

Airport Sheraton Inn
Roanoke, Virginia
(703) 362-4500

Sponsored by:

College of Education
Virginia Commonwealth University
Richmond, Virginia

and

Division of Special Education Programs
and Pupil Personnel Services

Virginia Department of Education
Richmond, Virginia

and

Division of Personnel Preparation
Office of Special Education Programs
Department of Education
Washington, D.C.

Institute Director:

Dr. Judy W. Wood
Associate Professor
School of Education
Virginia Commonwealth University
Richmond, Virginia

Division Host:

Mr. Frank P. Tota
Division Superintendent
Roanoke City Schools

WORKSHOP PROGRAM

1986 Regional Workshop on Adapting Instruction for the
Mildly Handicapped at the Secondary Level

Airport Sheraton Inn
Roanoke, Virginia
(703) 362-4500

July 22-24, 1986

Tuesday, July 22, 1986

8:30 a.m. - 9:15 a.m.	CONFERENCE REGISTRATION (Lobby Area)
9:15 a.m. - 9:45 a.m.	OPENING REMARKS (Ballroom D)
	WELCOMING: Mr. Frank P. Tota Division Superintendent Roanoke City Schools
	INTRODUCTIONS: Dr. Judy W. Wood Project Director Project TRAIN
	INSTITUTE FORMAT: Dr. Judy W. Wood
9:45 a.m. - 11:45 a.m.	WORKSHOP INSTITUTE (Ballroom D)
	Institute: "It's O.K. to be Different"
	Presenter: Dr. Judy W. Wood Associate Professor Virginia Commonwealth University Richmond, Virginia
11:45 a.m. - 1:15 p.m.	LUNCH

Tuesday, July 22, 1986 (cont'd)

1:15 p.m. - 2:45 p.m. WORKSHOP INSTITUTES - CYCLE I
(Select One)

Institute A: Procedures for Evaluation
and Grading
(Ballroom D)

Presenter: Ms. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth University
Richmond, Virginia

Institute B: Adapting the Presentation
of Content
(Conference Room #3, #4)

Presenter: Ms. Kim Rush
Specialist in Emotional Disturbance
Hanover County Schools
Ashland, Virginia

Institute C: Adapting Media
(Conference Room #1, #2)

Presenter: Ms. Beatrice White
Project Coordinator
Virginia Commonwealth University
Richmond, Virginia

2:45 p.m. ADJOURNMENT

Wednesday, July 23, 1986

9:00 a.m. - 10:45 a.m. WORKSHOP INSTITUTE - CYCLE II

Institute: Adapting the Learning
Environment
(Ballroom D)

Presenter: Dr. Judy W. Wood
Associate Professor
Virginia Commonwealth University
Richmond, Virginia

10:45 a.m. - 11:00 a.m. BREAK (Lobby Area)

11:00 a.m. - 12:30 p.m. WORKSHOP INSTITUTES - CYCLE III
(select One)

Institute A: Procedures for Evaluation
and Grading
(Ballroom D)

Presenter: Ms. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth University
Richmond, Virginia

Wednesday, July 23, 1986 (cont'd)

Institute B: Adapting the Presentation of Content
(Conference Room #3, #4)

Presenter: Ms. Kim Rush
Specialist in Emotional Disturbance
Hanover County Schools
Ashland, Virginia

Institute C: Adapting Media
(Conference Room #1, #2)

Presenter: Ms. Beatrice White
Project Coordinator
Virginia Commonwealth University
Richmond, Virginia

12:30 p.m. - 1:30 p.m. LUNCH

1:30 p.m. - 3:00 p.m. WORKSHOP INSTITUTE (Ballroom D)

Institute: Teaching Techniques

Presenter: Dr. Judy W. Wood
Associate Professor
Virginia Commonwealth University
Richmond, Virginia

3:00 p.m. ADJOURNMENT

Thursday, July 24, 1986

9:00 a.m. - 10:30 a.m. WORKSHOP INSTITUTES - CYCLE IV
(Select One)

Institute A: Procedures for Evaluation and Grading
(Ballroom D)

Presenter: Ms. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth University
Richmond, Virginia

Institute B: Adapting the Presentation of Content
(Conference Room #3, #4)

Presenter: Ms. Kim Rush
Specialist in Emotional Disturbance
Hanover County Schools
Ashland, Virginia

Thursday, July 24, 1986 (cont'd)

	Institute C:	Adapting Media (Conference Room #1, #2)
	Presenter:	Ms. Beatrice White Project Coordinator Virginia Commonwealth University Richmond, Virginia
10:30 a.m. - 10:45 a.m.	BREAK (Lobby Area)	
10:45 a.m. - 12:00 noon	WORKSHOP INSTITUTE (Ballroom D)	
	Institute:	Adapting Lesson Plans
	Presenter:	Dr. Judy W. Wood Associate Professor Virginia Commonwealth University Richmond, Virginia
12:00 noon - 12:10 p.m.	BREAK (Lobby Area)	
12:10 p.m. - 12:40 p.m.	WORKSHOP CLOSING	
	Dr. Judy W. Wood	
12:40 P.M.	ADJOURNMENT	

Institute Artwork by Donna DePue

Student Assistant to Project TRAIN - Patricia Nichols

APPENDIX K

1987 Institute Brochure

INSTITUTE IN ADAPTING INSTRUCTION FOR THE MILDLY HANDICAPPED STUDENT AT THE SECONDARY LEVEL

REGISTRATION FORM

Name

Address

School Division

School or
Business Address

Telephone

Please circle your
teaching assignment:
Special Education
Area
Regular Education
Area
Classroom Aide
Related personnel
Administration
Other

Circle the credit
you will be receiving:
Graduate Credit
Non-College Credit
No credit

Circle the Institute you would like to attend:
Institute I—Fredericksburg (Region 4)
Institute II—Williamsburg (Regions 2 & 3)
Institute III—Petersburg (Region 1)

Please return by: June 1, 1987 for Region 4
June 16, 1987 for Regions 2 & 3
June 23, 1987 for Region 1

Mail to: Miss Beatrice White
Project Coordinator
School of Education
Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284
or
Mrs. Jennifer Miederhoff
Research Specialist
School of Education
Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284

ANNOUNCING 1987 REGIONAL INSTITUTES

ADAPTING INSTRUCTION FOR THE MILDLY HANDICAPPED STUDENT AT THE SECONDARY LEVEL

Sponsored by
College of Education
Virginia Commonwealth University
Richmond, Virginia
and
Division of Special Education Programs
and Pupil Personnel Services
Virginia Department of Education
Richmond, Virginia
and
Division of Personnel Preparation
Office of Special Education Programs
Department of Education
Washington, D.C.

Institute Director: Dr. Judy W. Wood
Associate Professor
School of Education, Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284
(804) 257-1305

1987 REGIONAL INSTITUTES

About the Institutes

The institutes are designed to provide information on adapting instruction for the secondary level mildly handicapped youth who is served in the mainstream. The workshop content focuses on innovative strategies for adapting the mainstreamed environment, teaching techniques, media, presentation of content, lesson plans and procedures for evaluating student performance.

Institute activities will include lectures, discussions, simulations, and multi-media presentations.

Time and Dates

The three-day institutes will be presented in three locations. Each session will run from 9:00 A.M. to 3:30 P.M. Registration will be open from 8:30 A.M. to 9:00 A.M. on the first day of each institute.

Specific institute dates and locations are as follows:

Institute I **Region 4**	June 23-25, 1987	Holiday Inn-South Fredericksburg, Virginia
Institute II **Regions 2 & 3**	July 7-9, 1987	Holiday Inn 1776 Williamsburg, Virginia
Institute III **Region 1**	July 15-17, 1987	Ramada Inn Petersburg, Virginia

The Presenters

Institute sessions will be conducted by state and national leaders in the area of instructional adaptations for mildly handicapped youth.

Institute Content

The institute content will provide detailed information on the following topics related to teaching the mildly handicapped student:

1. Characteristics of the mildly handicapped youth.
2. Adaptations which can be made to create a positive emotional environment in the classroom including preparation of special students, regular students and teachers for the mainstream.
3. Issues and solutions related to scheduling and grouping the mildly handicapped learner for the mainstream.
4. Suggestions for behavior management.
5. Effects of student learning styles on learning.
6. Adaptive teaching techniques for the secondary level mainstreamed student.
7. Adaptations for media including visual media (bulletin boards, videotape, overhead projector), audio media, and instructional games.
8. Adaptations for presenting the major skill areas for language arts, mathematics, social studies, health, science and vocational education.
9. Techniques for adapting textbooks/reading materials.
10. Problems encountered when testing the mainstreamed student.
11. Alternatives for adapting and administering teacher-made tests.
12. Alternatives to traditional grading procedures.
13. Issues related to graduation requirements and minimum competency testing.

Designed For

The summer institutes are specifically designed for regular education personnel, special education personnel, classroom aides, administrators and related services personnel who serve secondary mildly handicapped youth in the mainstream.

Cost

Institute materials and tuition will be provided at no cost to institute participants. The cost of meals, overnight accommodations, travel and academic credit will be the responsibility of the local school division or the individual workshop participant.

Institute Credit

In-service participants may receive one hour graduate credit to be awarded by Virginia Commonwealth University (tuition cost of $70.00 to be paid by participant) or one non-college credit hour. Registration will be held from 8:30 A.M. to 9:00 A.M. on the first day of each institute.

Registration

To register, complete the attached registration form and mail today or call Dr. Judy W. Wood or Miss Beatrice White at (804) 257-1305. A maximum of 200 participants will be selected on a first come first served basis for each institute. Registration for the institutes must be received no later than the following dates:

Institute I Region 4	Fredericksburg, Virginia: By June 1, 1987
Institute II Regions 2 & 3	Williamsburg, Virginia: By June 16, 1987
Institute III Region 1	Petersburg, Virginia: By June 23, 1987

Technical Assistance

Technical assistance will be offered upon request to all school divisions participating in the summer institutes. Assistance will consist of in-service training programs and on-site technical consultation for educators who teach mildly handicapped learners. Trainers will come to the school divisions as follows: Region 4 in October and November, 1987; Regions 2 & 3 in January and February, 1988; and Region 1 in March and April, 1988.

Requests will be served on a limited basis and must be submitted by September 1, 1987.

For further information, contact Dr. Judy W. Wood, Project Director, or Miss Beatrice White, Project Coordinator, at (804) 257-1305.

ANNOUNCING 1987
REGIONAL INSTITUTES

ADAPTING INSTRUCTION FOR THE MILDLY HANDICAPPED STUDENT AT THE SECONDARY LEVEL

Sponsored by
College of Education
Virginia Commonwealth University
Richmond, Virginia

and

Division of Special Education Programs
and Pupil Personnel Services
Virginia Department of Education
Richmond, Virginia

and

Division of Personnel Preparation
Office of Special Education Programs
Department of Education
Washington, D.C.

Institute Director: Dr. Judy W. Wood
Associate Professor
School of Education, Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284
(804) 257-1305

1987 REGIONAL INSTITUTES

About the Institutes

The institutes are designed to provide information on adapting instruction for the secondary level mildly handicapped youth who is served in the mainstream. The workshop content focuses on innovative strategies for adapting the mainstreamed environment, teaching techniques, media, presentation of content, lesson plans and procedures for evaluating student performance.

Institute activities will include lectures, discussions, simulations, and multi-media presentations.

Time and Dates

The three-day institutes will be presented in three locations. Each session will run from 9:00 A.M. to 3:30 P.M. Registration will be open from 8:30 A.M. to 9:00 A.M. on the first day of each institute.

Specific institute dates and locations are as follows:

Institute I Region 4	June 23-25, 1987	Holiday Inn-South Fredericksburg, Virginia
Institute II Regions 2 & 3	July 7-9, 1987	Holiday Inn 1776 Williamsburg, Virginia
Institute III Region 1	July 15-17, 1987	Ramada Inn Petersburg, Virginia

The Presenters

Institute sessions will be conducted by state and national leaders in the area of instructional adaptations for mildly handicapped youth.

Institute Content

The institute content will provide detailed information on the following topics related to teaching the mildly handicapped student:

1. Characteristics of the mildly handicapped youth.
2. Adaptations which can be made to create a positive emotional environment in the classroom including preparation of special students, regular students and teachers for the mainstream.
3. Issues and solutions related to scheduling and grouping the mildly handicapped learner for the mainstream.
4. Suggestions for behavior management.
5. Effects of student learning styles on learning.
6. Adaptive teaching techniques for the secondary level mainstreamed student.
7. Adaptations for media including visual media (bulletin boards, videotape, overhead projector), audio media, and instructional games.
8. Adaptations for presenting the major skill areas for language arts, mathematics, social studies, health, science and vocational education.
9. Techniques for adapting textbooks/reading materials.
10. Problems encountered when testing the mainstreamed student.
11. Alternatives for adapting and administering teacher-made tests.
12. Alternatives to traditional grading procedures.
13. Issues related to graduation requirements and minimum competency testing.

Designed For

The summer institutes are specifically designed for regular education personnel, special education personnel, classroom aides, administrators and related services personnel who serve secondary mildly handicapped youth in the mainstream.

Cost

Institute materials and tuition will be provided at no cost to institute participants. The cost of meals, overnight accommodations, travel and academic credit will be the responsibility of the local school division or the individual workshop participant.

Institute Credit

In-service participants may receive one hour graduate credit to be awarded by Virginia Commonwealth University (tuition cost of $70.00 to be paid by participant) or one non-college credit hour. Registration will be held from 8:30 A.M. to 9:00 A.M. on the first day of each institute.

Registration

To register, complete the attached registration form and mail today or call Dr. Judy W. Wood or Miss Beatrice White at (804) 257-1305. A maximum of 200 participants will be selected on a first come first served basis for each institute. Registration for the institutes must be received no later than the following dates:

Institute I Region 4	Fredericksburg, Virginia: By June 1, 1987
Institute II Regions 2 & 3	Williamsburg, Virginia: By June 16, 1987
Institute III Region 1	Petersburg, Virginia: By June 23, 1987

Technical Assistance

Technical assistance will be offered upon request to all school divisions participating in the summer institutes. Assistance will consist of in-service training programs and on-site technical consultation for educators who teach mildly handicapped learners. Trainers will come to the school divisions as follows: Region 4 in October and November, 1987; Regions 2 & 3 in January and February, 1988; and Region 1 in March and April, 1988.

Requests will be served on a limited basis and must be submitted by September 1, 1987.

For further information, contact Dr. Judy W. Wood, Project Director, or Miss Beatrice White, Project Coordinator, at (804) 257-1305.

INSTITUTE IN ADAPTING INSTRUCTION FOR THE MILDLY HANDICAPPED STUDENT AT THE SECONDARY LEVEL

REGISTRATION FORM

Name ______________________________
Address ______________________________
____
School Division ______________________________
____
School or
Business Address ______________________________
____
Telephone ______________________________

Please circle your
teaching assignment:
Special Education
Area ______________
Regular Education
Area ______________
Classroom Aide
Related personnel
Administration
Other

Circle the credit
you will be receiving:
Graduate Credit
Non-College Credit
No credit

Circle the Institute you would like to attend:
Institute I—Fredericksburg (Region 4)
Institute II—Williamsburg (Regions 2 & 3)
Institute III—Petersburg (Region 1)

Please return by: June 1, 1987 for Region 4
June 16, 1987 for Regions 2 & 3
June 23, 1987 for Region 1

Mail to: Miss Beatrice White
Project Coordinator
School of Education
Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284
or
Mrs. Jennifer Miederhoff
Research Specialist
School of Education
Box 2020
Virginia Commonwealth University
Richmond, Virginia 23284

APPENDIX L

1987 Letter to Localities from State Department

COMMONWEALTH of VIRGINIA
DEPARTMENT OF EDUCATION
P.O. BOX 60
RICHMOND 23216-2060

April 15, 1987

MEMORANDUM

TO: Principals
Local Administrators/Supervisors of Special Education
Local Directors/Supervisors of Vocational Education
Directors/Supervisors of Instruction

FROM: Leslie W. Jones, Ed.D.
Acting Director for Special Education Programs

SUBJECT: Institutes on "Adapting Instruction for Mildly Handicapped Mainstreamed Students at the Secondary Level"

"Project TRAIN" at Virginia Commonwealth University, with the support of the Division of Special Education Programs, is sponsoring three summer institutes for regular and special education personnel on techniques for adapting instruction for mildly handicapped youth in the mainstream in secondary settings. These institutes will be conducted on June 23-25, 1987 at the Holiday Inn-South, Fredericksburg, Virginia; on July 7-9, 1987 at the Holiday Inn 1776, Williamsburg, Virginia; and on July 15-17, 1987 at the Ramada Inn, Petersburg, Virginia.

The institute sessions are scheduled from 9:00 a.m. to 3:30 p.m. and will address topics related to: adapting the learning environment, adapting teaching techniques, adapting media, adapting the presentation of content, adapting lesson plans and procedures for evaluating student performance and grading.

Local school division personnel are invited to submit applications for institute attendance and participation. The institutes are designed specifically for regular education personnel, special education personnel, classroom aides, and related services personnel who serve secondary mildly handicapped youth. Lodging, transportation and meals will be the responsibility of the local school division or the individual conferee. Institute participants may elect to receive one unit of non-college credit or one hour of graduate credit. Tuition will be charged for graduate credit. Tuition will be the responsibility of the local school division or the individual participant. Participants will be selected on a first-come first-served basis.

An outline of the institute topics and activities is provided in the enclosed program. For further information or to apply for institute participation, complete the attached application form or contact Dr. Judy W. Wood, Institute Director, telephone (804) 257-1305, by June 12, 1987.

LWJ:pw

Enclosure

cc: Division Superintendents
Dr. William Helton

APPENDIX M

1987 Institute Program - Fredericksburg

1987 REGIONAL WORKSHOP
ON
ADAPTING INSTRUCTION FOR THE MILDLY HANDICAPPED AT THE SECONDARY LEVEL

June 23 - 25, 1987

Holiday Inn-South
Fredericksburg, Virginia

Sponsored by:

College of Education
Virginia Commonwealth University
Richmond, Virginia

and

Division of Special Education Programs
and Pupil Personnel Services

Virginia Department of Education
Richmond, Virginia

and

Division of Personnel Preparation
Office of Special Education Programs
Department of Education
Washington, D.C.

Institute Director:

Dr. Judy W. Wood
Associate Professor
School of Education
Virginia Commonwealth University
Richmond, Virginia

Division Host:

Mr. J. Garnett, Jr.
Division Superintendent
Fredericksburg City Schools

WORKSHOP PROGRAM

1987 Regional Workshop on Adapting Instruction for the
Mildly Handicapped at the Secondary Level

Holiday Inn-South
Fredericksburg, Virginia

June 23 - 25, 1987

Tuesday, June 23, 1987

8:30 a.m. - 9:00 a.m.	CONFERENCE REGISTRATION (Lobby Area)
9:00 a.m. - 9:30 a.m.	OPENING REMARKS (Virginia Room)
	WELCOMING: Mr. J. Garnett, Jr. Division Superintendent Fredericksburg City Schools
	INTRODUCTIONS: Dr. Judy W. Wood Project Director Project TRAIN
	INSTITUTE FORMAT: Dr. Judy W. Wood
9:30 a.m. - 11:30 a.m.	WORKSHOP INSTITUTE (Virginia Room)
	Institute: "It's O.K. to be Different"
	Presenter: Dr. Judy W. Wood Associate Professor Virginia Commonwealth Univ. Richmond, Virginia
11:30 a.m. - 1:00 p.m.	LUNCH

Tuesday, June 23, 1987 (cont'd)

1:00 p.m. - 3:15 p.m. WORKSHOP INSTITUTES - CYCLE I
(Select One)

Institute A: Procedures for Evaluation
and Grading
(Fredericksburg Room)

Presenter: Ms. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth Univ.
Richmond, Virginia

Institute B: Adapting the Format of
Content
(Spotsylvania Room)

Presenter: Ms. Kim Rush
Specialist in Emotional
Disturbance
Hanover County Schools
Ashland, Virginia

3:15 p.m. ADJOURNMENT

Wednesday, June 24, 1987

9:00 a.m. - 10:30 a.m. WORKSHOP INSTITUTE

Institute: Adapting the Social/Emotional
and Physical Environments
(Virginia Room)

Presenter: Dr. Judy W. Wood
Associate Professor
Virginia Commonwealth Univ.
Richmond, Virginia

10:30 a.m. - 10:45 a.m. BREAK (Lobby Area)

10:45 a.m. - 12:30 p.m. WORKSHOP INSTITUTES - CYCLE II
(Select One)

Institute A: Procedures for Evaluation
and Grading
(Fredericksburg Room)

Presenter: Ms. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth Univ.
Richmond, Virginia

Wednesday, June 24, 1987 (cont'd)

Institute B: Adapting the Format of Content
(Spotsylvania Room)

Presenter: Ms. Kim Rush
Specialist in Emotional Disturbance
Hanover County Schools
Ashland, Virginia

12:30 p.m. - 1:30 p.m. LUNCH

1:30 p.m. - 3:30 p.m. WORKSHOP INSTITUTE (Virginia Room)

Institute: Adapting Teaching Techniques

Presenter: Dr. Judy W. Wood
Associate Professor
Virginia Commonwealth Univ.
Richmond, Virginia

3:30 p.m. ADJOURNMENT

Thursday, June 25, 1987

9:00 a.m. - 10:00 a.m. WORKSHOP INSTITUTE

Institute: Adapting Media
(Virginia Room)

Presenters: Ms. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth Univ.
Richmond, Virginia

Ms. Kim Rush
Specialist in Emotional Disturbance
Hanover County Schools
Ashland, Virginia

10:00 a.m. - 10:15 a.m. BREAK (Lobby Area)

10:15 a.m. - 11:15 a.m. WORKSHOP INSTITUTE (Virginia Room)

Institute: Adapting Lesson Plans

Presenter: Dr. Judy W. Wood
Associate Professor
Virginia Commonwealth Univ.
Richmond, Virginia

11:15 a.m. - 11:25 a.m. BREAK (Lobby Area)

Thursday, June 25, 1987 (cont'd)

11:25 a.m. - 12:30 p.m.	WORKSHOP CLOSING Dr. Judy W. Wood

Institute Artwork by Donna DePue

Research Specialist - Debra Gibson
Educator, Learning Disabled

Student Assistant to Project TRAIN - Beth Holcomb

APPENDIX N

1987 Letter to Selected Participants - Williamsburg

Virginia Commonwealth University

May 4, 1987

Dear Participant:

It is a pleasure to inform you that you have been selected as a participant in the 1987 Regional Institute "Adapting Instruction for the Mildly Handicapped Student at the Secondary Level". The institute is scheduled for July 7-9, 1987 at the Holiday Inn 1776, Williamsburg, Virginia. I hope that you will find the institute sessions enjoyable as well as informative.

The Institute will be conducted at the Holiday Inn 1776, Route 60 Bypass Road, Williamsburg, Virginia. Please plan to arrive in time for institute registration which will be conducted from 8:30-9:00 a.m. on July 7 in the lobby area of the hotel. The opening session of the institute will begin promptly at 9:00 a.m. Enclosed is a hotel brochure for your convenience.

Inservice participants may receive one hour graduate credit to be awarded by Virginia Commonwealth University (tuition cost of $70 to be paid by participants) and/or one non-college credit hour.

If your plans change and you are unable to attend the institute, please notify me as soon as possible so that your place can be reassigned to a person on the waiting list.

We look forward to seeing you in Williamsburg. If you have questions or require further information, please call Beatrice White or Jennifer Miederhoff at (804) 257-1305.

Sincerely,

Judy W. Wood

Judy W. Wood, Ph.D.
Associate Professor

JWW:pw

Enclosure

School of Education • Box 2020 • Oliver Hall-South • 1015 West Main Street • Richmond, Virginia 23284-0001

APPENDIX O

1987 Institute Program - Williamsburg

1987 REGIONAL WORKSHOP
ON
ADAPTING INSTRUCTION FOR THE MILDLY HANDICAPPED AT THE SECONDARY LEVEL

July 7 - 9, 1987

Holiday Inn-1776
Williamsburg, Virginia

Sponsored by:

College of Education
Virginia Commonwealth University
Richmond, Virginia

and

Division of Special Education Programs
and Pupil Personnel Services

Virginia Department of Education
Richmond, Virginia

and

Division of Personnel Preparation
Office of Special Education Programs
Department of Education
Washington, D.C.

Institute Director:

Dr. Judy W. Wood
Associate Professor
School of Education
Virginia Commonwealth University
Richmond, Virginia

Division Host:

Dr. John E. Allen
Division Superintendent
Williamsburg -
James City County Schools

WORKSHOP PROGRAM

1987 Regional Workshop on Adapting Instruction for the Mildly Handicapped at the Secondary Level

Holiday Inn-1776
Williamsburg, Virginia

July 7 - 9, 1987

Tuesday, July 7, 1987

8:30 a.m. - 9:00 a.m.	CONFERENCE REGISTRATION (Lobby Area)
9:00 a.m. - 9:30 a.m.	OPENING REMARKS (Jamestown Room) WELCOMING: Dr. John E. Allen Division Superintendent Williamsburg-James City County Schools INTRODUCTIONS: Dr. Judy W. Wood Project Director Project TRAIN INSTITUTE FORMAT: Dr. Judy W. Wood
9:30 a.m. - 11:30 a.m.	WORKSHOP INSTITUTE (Jamestown Room) Institute: "It's O.K. to be Different" Presenter: Dr. Judy W. Wood Associate Professor Virginia Commonwealth Univ. Richmond, Virginia
11:30 a.m. - 1:00 p.m.	LUNCH

Tuesday, July 7, 1987 (cont'd)

1:00 p.m. - 3:15 p.m. WORKSHOP INSTITUTES - CYCLE I
(Select One)

Institute A: Procedures for Evaluation and Grading
(Chesapeake Room)

Presenter: Mrs. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth Univ.
Richmond, Virginia

Institute B: Adapting the Format of Content
(Yorktown Room)

Presenter: Ms. Kim Rush
Specialist in Emotional Disturbance
Hanover County Schools
Ashland, Virginia

3:15 p.m. ADJOURNMENT

Wednesday, July 8, 1987

9:00 a.m. - 10:30 a.m. WORKSHOP INSTITUTE

Institute: Adapting the Social/Emotional and Physical Environments
(Jamestown Room)

Presenter: Dr. Judy W. Wood
Associate Professor
Virginia Commonwealth Univ.
Richmond, Virginia

10:30 a.m. - 10:45 a.m. BREAK (Lobby Area)

10:45 a.m. - 12:30 p.m. WORKSHOP INSTITUTES - CYCLE II
(Select One)

Institute A: Procedures for Evaluation and Grading
(Chesapeake Room)

Presenter: Ms. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth Univ.
Richmond, Virginia

Wednesday, July 8, 1987 (cont'd)

	Institute B:	Adapting the Format of Content (Yorktown Room)
	Presenter:	Ms. Kim Rush Specialist in Emotional Disturbance Hanover County Schools Ashland, Virginia
12:30 p.m. - 1:30 p.m.	LUNCH	
1:30 p.m. - 3:30 p.m.	WORKSHOP INSTITUTE (Jamestown Room)	
	Institute:	Adapting Teaching Techniques
	Presenter:	Dr. Judy W. Wood Associate Professor Virginia Commonwealth Univ. Richmond, Virginia
3:30 p.m.	ADJOURNMENT	

Thursday, July 9, 1987

9:00 a.m. - 10:00 a.m.	WORKSHOP INSTITUTE	
	Institute:	Adapting Media (Jamestown Room)
	Presenters:	Ms. Jennifer Miederhoff Research Specialist Virginia Commonwealth Univ. Richmond, Virginia Ms. Kim Rush Specialist in Emotional Disturbance Hanover County Schools Ashland, Virginia
10:00 a.m. - 10:15 a.m.	BREAK (Lobby Area)	
10:15 a.m. - 11:15 a.m.	WORKSHOP INSTITUTE (Jamestown Room)	
	Institute:	Adapting Lesson Plans
	Presenter:	Dr. Judy W. Wood Associate Professor Virginia Commonwealth Univ. Richmond, Virginia
11:15 a.m. - 11:25 a.m.	BREAK (Lobby Area)	

Thursday, July 9, 1987 (cont'd)

11:25 a.m. - 12:30 p.m. WORKSHOP CLOSING

Dr. Judy W. Wood

Institute Artwork by Donna DePue

Research Specialist - Debra Gibson
Educator, Learning Disabled

Student Assistant to Project TRAIN - Beth Holcomb

APPENDIX P

1987 Letter to Selected Participants - Petersburg

Virginia Commonwealth University

May 4, 1987

Dear Participant:

It is a pleasure to inform you that you have been selected as a participant in the 1987 Regional Institute "Adapting Instruction for the Mildly Handicapped Student at the Secondary Level". The institute is scheduled for July 15-17, 1987 at the Ramada Inn, Petersburg, Virginia. I hope that you will find the institute sessions enjoyable as well as informative.

The institute will be conducted at The Ramada Inn, 380 East Washington Street, Petersburg, Virginia. Please plan to arrive in time for institute registration which will be conducted from 8:30-9:00 a.m. on July 15 in the lobby area of the hotel. The opening session of the institute will begin promptly at 9:00 a.m. Enclosed is a hotel brochure for your convenience.

Inservice participants may receive one hour graduate credit to be awarded by Virginia Commonwealth University (tuition cost of $70 to be paid by participants) and/or one non-college credit hour.

If your plans change and you are unable to attend the institute, please notify me as soon as possible so that your place can be reassigned to a person on the waiting list.

We look forward to seeing you in Petersburg. If you have questions or require further information, please call Beatrice White or Jennifer Miederhoff at (804) 257-1305.

Sincerely,

Judy W. Wood

Judy W. Wood, Ph.D.
Associate Professor

JWW:pw

Enclosure

School of Education • Box 2020 • Oliver Hall-South • 1015 West Main Street • Richmond, Virginia 23284-0001

APPENDIX Q

1987 Institute Program - Petersburg

1987 REGIONAL WORKSHOP
ON
ADAPTING INSTRUCTION FOR THE MILDLY HANDICAPPED AT THE SECONDARY LEVEL

July 15 - 17, 1987

Ramada Inn
Petersburg, Virginia
(804) 733-0000

Sponsored by:

College of Education
Virginia Commonwealth University
Richmond, Virginia

and

Division of Special Education Programs
and Pupil Personnel Services

Virginia Department of Education
Richmond, Virginia

and

Division of Personnel Preparation
Office of Special Education Programs
Department of Education
Washington, D.C.

Institute Director:

Dr. Judy W. Wood
Associate Professor
School of Education
Virginia Commonwealth University
Richmond, Virginia

Division Host:

Dr. Shirl Gilbert, II
Division Superintendent
Petersburg City Schools

WORKSHOP PROGRAM

1987 Regional Workshop on Adapting Instruction for the
Mildly Handicapped at the Secondary Level

Ramada Inn
Petersburg, Virginia
(804) 733-0000

July 15 - 17, 1987

Wednesday, July 15, 1987

8:30 a.m. - 9:00 a.m.	CONFERENCE REGISTRATION (Lobby Area)
9:00 a.m. - 9:30 a.m.	OPENING REMARKS (Salon C)
	WELCOMING: Dr. Shirl Gilbert, II Division Superintendent Petersburg City Schools
	INTRODUCTIONS: Dr. Judy W. Wood Project Director Project TRAIN
	INSTITUTE FORMAT: Dr. Judy W. Wood
9:30 a.m. - 11:30 a.m.	WORKSHOP INSTITUTE (Salon C)
	Institute: "It's O.K. to be Different"
	Presenter: Dr. Judy W. Wood Associate Professor Virginia Commonwealth University Richmond, Virginia
11:30 a.m. - 1:00 p.m.	LUNCH

Wednesday, July 15, 1987 (cont'd)

1:00 p.m. - 3:15 p.m. WORKSHOP INSTITUTES - CYCLE I
(Select One)

Institute A: Procedures for Evaluation and Grading
(Salon B)

Presenter: Ms. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth University
Richmond, Virginia

Institute B: Adapting the Format of Content
(Salon C)

Presenter: Ms. Kim Rush
Specialist in Emotional Disturbance
Hanover County Schools
Ashland, Virginia

3:15 p.m. ADJOURNMENT

Thursday, July 16, 1987

9:00 a.m. - 10:30 a.m. WORKSHOP INSTITUTE

Institute: Adapting the Social/Emotional and Physical Environments
(Salon C)

Presenter: Dr. Judy W. Wood
Associate Professor
Virginia Commonwealth University
Richmond, Virginia

10:30 a.m. - 10:45 a.m. BREAK (Lobby Area)

10:45 a.m. - 12:30 p.m. WORKSHOP INSTITUTES - CYCLE II
(Select One)

Institute A: Procedures for
Evaluation and Grading
(Salon B)

Presenter: Ms. Jennifer Miederhoff
Research Specialist
Virginia Commonwealth
University
Richmond, Virginia

Institute B: Adapting the Format
of Content
(Salon C)

Presenter: Ms. Kim Rush
Specialist in Emotional
Disturbance
Hanover County Schools
Ashland, Virginia

12:30 p.m. - 1:30 p.m. LUNCH

1:30 p.m. - 3:30 p.m. WORKSHOP INSTITUTE

Institute: Adapting Teaching
Techniques
(Salon C)

Presenter: Dr. Judy W. Wood
Associate Professor
Virginia Commonwealth
University
Richmond, Virginia

3:30 p.m. ADJOURNMENT

Friday, July 17, 1987

9:00 a.m. - 10:00 a.m.	WORKSHOP INSTITUTE (Salon C) Institute: Adapting Media Presenters: Ms. Jennifer Miederhoff Research Specialist Virginia Commonwealth University Richmond, Virginia Ms. Kim Rush Specialist in Emotional Disturbance Hanover County Schools Ashland, Virginia
10:00 a.m. - 10:15 a.m.	BREAK (Lobby Area)
10:15 a.m. - 11:15 a.m.	WORKSHOP INSTITUTE (Salon C) Institute: Adapting Lesson Plans Presenter: Dr. Judy W. Wood Associate Professor Virginia Commonwealth University Richmond, Virginia
11:15 a.m. - 11:25 a.m.	BREAK (Lobby Area)
11:25 a.m. - 12:30 p.m.	WORKSHOP CLOSING Dr. Judy W. Wood

Institute Artwork by Donna DePue

Research Specialist - Debra Gibson
Educator, Learning Disabled

Assistant to Project TRAIN - Beth Holcomb

APPENDIX R

Selected Articles

THE
Clearing House
FOR THE
CONTEMPORARY EDUCATOR IN
MIDDLE AND SECONDARY SCHOOLS

245 Toward Asking the Right Questions

253 Improving Essay Tests

256 "Smartening up" Textbooks: A Dumb Idea?

269 Adapting Lesson Plans for the Mainstreamed Student

500

Volume 61 Number 6 February 1988

Adapting Lesson Plans for the Mainstreamed Student

JUDY W. WOOD and JENNIFER W. MIEDERHOFF

Lesson plans are blueprints of the day's events that dictate student-teacher interactions and instructional outcomes. Effective teaching usually springs from a well-planned, well-organized, and well-presented lesson plan. According to Hoover and Hollingsworth (1975), a good lesson plan has many educational benefits: it provides teacher guidelines, allows time for the teacher to motivate students and to prepare for individual differences, and allows teachers to evaluate their activities and improve their teaching skills.

In a special education class, "a lesson plan focuses directly on the teaching objectives that should derive from the students' goals and objectives on his/her IEP" (Payne, Polloway, Smith and Payne 1981, p. 119). On the other hand, in a regular classroom setting, the lesson plan focuses not on the teaching objective for a special student but for the group. The regular educator uses the same lesson plan for many students. However, the special education student often cannot follow the lesson plan and may fall behind. The following are suggestions to help the regular education teacher adapt the regular class lesson plan to meet the needs of the mildly handicapped mainstreamed student.

Model for Adapting the Lesson Plan

Before adapting the lesson plan, the teacher needs to examine three components of the teaching process: the teaching mode, the media used, and the content format. The following information may assist regular class teachers in making adaptations.

Adapting the Teaching Mode

A teaching mode is the method the teacher employs to impart knowledge, skills, or concepts to the student. Which teaching mode a teacher uses is an individual decision. However, there are a variety of modes that may be appropriate for meeting the needs of all students. Teachers may discover that modifying the method of presenting material may help mainstreamed students who fail to learn by conventional methods. For example, a mildly handicapped student with auditory processing problems may be unable to recall information presented by the expository method. If the teacher adapts this mode of presentation by adding visual aids, the student may be more successful in recalling the material.

The primary teaching modes used to impart knowledge are the expository mode, the inquiry mode, the demonstration mode, and the activity mode (Jarolimek and Foster 1981). Each is composed of specific teaching techniques. We will briefly discuss one teaching technique and suggested adaptations for that technique for each of the four basic modes. Table 1 outlines the techniques in each of the four major teaching modes.

The *expository mode* centers around the "concept exposition, which means most simply to provide an explanation" (Jarolimek and Foster 1981, p. 110). This mode, requiring an extensive amount of directive teaching, is the most popular one among educators. The major teaching techniques in the expository mode are lecture, telling, sound filmstrips, explanation, panels, recitation, audio recording, motion pictures, and discussion (Jarolimek and Foster 1981).

The most widely used technique in the expository mode is lecturing. Adaptations to the lecture method can provide useful learning aids for all students and can improve the quality of learning in any classroom. Major areas of adapting the lecture include using multisensory input, providing a visual outline of the lecture, using slot outlines and study guides, and giving a structured overview. Table 2 lists each of the areas for adapting the lecture, with a brief explanation.

The second mode, *inquiry*, involves "asking questions, seeking information, and carrying on an investigation" (Jarolimek and Foster 1981, p. 110). The student is encouraged to "discover the dimensions, at-

---

Dr. Wood is an associate professor of special education at Virginia Commonwealth University in Richmond. Ms. Miederhoff is a research specialist, also at Virginia Commonwealth University.

TABLE 1
Specific Techniques Used in Various Teaching Modes

Expository mode	Inquiry mode	Demonstration mode	Activity mode
Lecture	Asking questions	Modeling	Role playing
Telling	Stating hypotheses	Experiments	Construction
Sound filmstrip	Coming to conclusions	Exhibits	Preparing exhibits
Explanation	Interpreting	Simulation and games	Dramatizing
Panels	Classifying	Modeling	Processing
Recitation	Self-directed study	Field trips	Group work
Motion pictures	Testing hypotheses		
	Observing		
	Synthesizing		

Adapted from Jarolimek, J., and C. D. Foster. 1981. Specific methods associated with various modes of teaching. In *Teaching and learning in the elementary school*. 2nd ed., 131-32. New York: Macmillan Publishing Co., Inc. Copyright © 1981, by Macmillan Publishing Co., Inc. Reprinted by permission.

tributes, rules and other information" (Wehman and McLaughlin 1981, p. 115). Since the mainstreamed student may need additional structure, a teacher's guidance is an important element in the inquiry mode. This mode includes several teaching techniques, such as asking questions, stating hypotheses, coming to conclusions, interpreting, classifying, self-directed study, testing hypotheses, observing, and synthesizing (see Table 1).

One of the most widely used techniques in the inquiry mode is that of asking questions. This strategy is used often by effective teachers and is the second most used teaching technique after that of lecturing (Henson 1979). Teachers should be aware that questions have different functions and require different levels of thinking. Questions may be classified by Bloom's Cognitive Taxonomy into six levels, ranging from simple to complex. By looking at the *verb* in the question, we can determine the level of the question. Table 3 presents Bloom's six levels, with definitions and suggested verbs for each. Teachers may use this table to determine what level of question they are asking. For example, if a teacher were going to ask a student to solve the equation $3x - y$, he or she could find the verb *solve* on the chart and discover that this was an *application* level question. If the mainstreamed student were functioning at the *knowledge* level, this question would be inappropriate. The teacher would then modify the question to correspond to the student's learning level, for example, "Define the word *equation*."

There are some simple ways in which a teacher can adapt questioning techniques so that the mainstreamed student has a better chance of responding.

- Delay content-level questioning until after the lesson has been presented. Avoid introducing lessons with questions the student may not be able to answer.
- Ask questions of the mainstreamed student at his or her cognitive level only (for example, knowledge level, evaluation level).
- Pause for at least three seconds after asking questions. This increases students' confidence and gives slower students a chance to answer.
- State questions clearly and specifically. Students cannot guess what the question means.
- Call student's name before asking question.
- Encourage mildly handicapped students to ask questions by listening carefully to questions and responding using their content (for example, "Yes, I think I see what you mean. Are you saying . . . ? ").

The third major teaching mode is the *demonstration mode*, which depends on "showing, doing and telling" (Jarolimek and Foster 1981, p. 120). When a teacher employs demonstration, he or she presents information in a concrete way, making this an ideal method of teaching mainstreamed students. The demonstration mode utilizes concrete examples of the information, making abstractions more meaningful for students with poor conceptualization abilities. The teaching techniques in the demonstration mode include modeling, experiments, exhibits, simulation and games, and field trips (Table 1).

One of the most effective methods of teaching in the demonstration mode is modeling. Modeling is an optimal teaching method to use with mainstreamed students since the students learn new skills or ideas that have been demonstrated by a person acting as an example (Suran and Rizzo 1970). Steps to be taken in modeling are as follows:

BEST COPY AVAILABLE

- Students observe the teacher solving the problems while verbalizing the solution strategies.
- Students work through similar problems with the teacher simultaneously verbalizing solution strategies.
- Teacher gives feedback on correctness of responses.
- Explanation is given as needed or requested. Students practice with teacher supervision.

Figure 1 presents an example of using modeling in teaching.

The *activity mode* "can best be described as a set of strategies that involve pupils in learning by doing things that are, for the pupils, meaningfully related to the topic under study" (Jarolimek and Foster 1981, p. 127). The teaching techniques included in this mode are role playing, construction, preparing exhibits, dramatizing, processing, and group work (Table 1). Some general adaptations for the activity mode are to provide a sequential checklist for student projects, to assign a peer tutor to help the mainstreamed student, and to select activities in which students are likely to succeed.

One of the most valuable teaching techniques in the activity mode is role playing. Role play has potential in almost every classroom, although some subject areas, such as English literature or history, probably lend themselves better to role playing than others, such as algebra or biology. Role playing has several uses, varying from illustrating a topic of study to dealing with a social problem common to the group. It is especially effective for mainstreamed students who may have feelings of inadequacy in the regular classroom. Role playing exercises allow these students to assume a new identity or character, which may free them to express feelings, concerns, frustrations, and beliefs that they would not normally voice when they are being themselves.

Role playing is effective only with advance teacher planning and careful preparation of the class. The steps involved in role playing include at least the following:

- Select the role-playing situation.
- Warm up with some simple charades or other similar exercise.
- Explain the general situation to participants and observers.
- State the problem to be worked on and the condition of the exercise.
- Explain participant roles.
- Explain audience roles.
- Conduct the role playing.
- Lead a discussion of the role playing.
- Evaluate the exercise.

Some minor adaptations in traditional role playing may make the exercise more meaningful for mainstreamed students. For example:

TABLE 2
Lecture Modifications

	Method
Multisensory input	*Overhead Projector* Use to highlight major lecture topics Use colored pens to circle or underline concepts to be emphasized Cover transparency and reveal only one concept at a time *Tape Recorders* Tape lectures to be played back for review Listen to tapes to reinforce class notes Use tapes to study for tests *Video Tapes* Play back for student to review Use when student is absent from class *Graphic Materials* Use visual aids such as charts, models, globes, maps, and pictures
Structured overview	Use to graphically present the major and minor topics of the lecture USA — checks and balances — Legislative Executive Judicial
Study guides	Use to review the lecture Provide vocabulary and facts to be reviewed ***Bulletin Boards*** Use to present new information Use to reinforce new concepts
Visual outlines of lectures	Outline the lecture to help students through a graphic whole-part-whole approach to learning (major lecture topics are listed). May be written or presented on the overhead projector
Slot outlines	Give students a lecture outline in which they only have to complete some omitted information Use as aid in note taking; requires less memory load for student Provide a completed slot outline for the student to make corrections

Adapted from Wood, J., and M. Rosbe. 1985. Adapting the classroom lecture for the mainstreamed student in the secondary schools. *The Clearing House* 58(8) 354–58.

- Allow students to take a nonspeaking role or no role at all if they are uncomfortable. The mainstreamed student may serve as an active observer, a recorder of the role play, or a timekeeper.
- Accept all responses without criticism or ridicule. Do not allow other students to criticize responses.
- Write down directions for students with auditory processing problems who do not understand oral directions.

TABLE 3
Matching Questions to Student's Level of Learning

Level	Definition	Suggested verbs
Knowledge	Ability to remember previously learned material	define, recall, remember (answers who, what, where, when)
Comprehension	Ability to grasp the meaning of materials through rephrasing and comparing information	compare, contrast, describe, explain the main idea, rephrase
Application	Ability to use learned material in new and concrete situations	apply, classify, ask how many, solve, write an example
Analysis	Ability to break down material into its component parts so that its organizational structure may be understood	analyze, dissect, examine, infer, outline, point out (answers why)
Synthesis	Ability to put parts together to form a new whole, solve problems, make predictions	combine, develop, generalize, invent, modify, revise, write
Evaluation	Ability to judge the value of material for a given purpose	assess, conclude, contrast, criticize, judge, weigh

Adapted from Bloom, B. S., et al. (Eds.) 1956. *Taxonomy of educational objectives: The classification of educational goals, handbook I: Cognitive domain.* New York: Longman, Inc.

- Make videotapes of role plays to help students recall aspects of the exercise for review and study.

To modify the techniques in the four teaching modes, teachers should first familiarize themselves with the potential problems each mainstreamed student is likely to encounter. The next step involves adapting the teaching techniques to meet the students' specific needs. By first adapting teaching techniques, the teacher is on the way to adapting the components of a lesson plan to better meet the needs of the mainstreamed student.

Adapting Media

The second aspect of the lesson plan the teacher may modify is the medium selected to enhance the teaching mode. All students employ a variety of perceptual styles to learn. They may have a preference for visual, auditory, or tactile learning, or they may use a combination of approaches. The mainstreamed student, however, often has one or more deficient perceptual modalities, which may contribute to learning difficulties. Teachers may use media in their instruction to address these variations in perceptual preferences.

One effective type of visual equipment is the overhead projector, which may be used to show the main points of a lecture. This emphasizes the visual channel of learning and supplements oral work. Additional activities with the overhead projector include placing objects on the overhead, reflecting the shadow of the object on the wall and stimulating student interest through guessing what the object is; writing directions on a transparency; and reinforcing new material by using a colored grease pencil to underline and/or circle important points.

The tape recorder, on the other hand, is a valuable source for supplementing visual work. Oral directions may be taped for students who cannot get all the information in class. Study questions may be recorded with answers for the mainstreamed student.

Videotape recorders are versatile tools that combine the auditory and visual means of presentation. Teachers may record class activities, demonstrations, guest speakers, and other class procedures. Important lectures and/or test review sessions may be videotaped for students needing extra help.

Finally, bulletin boards, when used creatively, may incorporate auditory, visual, and tactile methods of presenting information. For visual learners, bright visuals enhance concepts learned aurally. For auditory learners, the bulletin board may instruct in the use of auditory equipment such as the tape recorder. For tactile learners, objects may be attached to the board for students to touch, identify, or classify. Incidental learning becomes intentional learning through creatively designed bulletin boards.

Adapting Content Format

After teachers adapt the teaching mode and media, they may also adapt the third component of the lesson plan, the content format. Frequently the mainstreamed student cannot complete assignments or cannot read the material presented. When this occurs, the format of the

FIGURE 1
Modeling

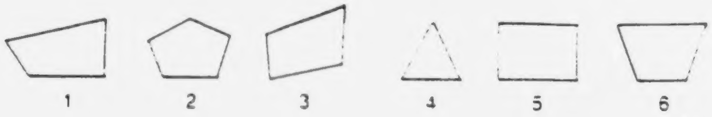
Sample lesson

Subject: Geometry

Concept: Quadrilaterals

Review of terms:
lines
rays
parallel lines
sides
polygon

1. *Student Observation*
(Teacher draws 6 figures on board. Students have copy of same figures on individual worksheet.)



"This section has six figures in it. You will learn from studying these figures how to tell if a polygon is a *quadrilateral*. Look carefully at the polygons. Think about how they are *alike* and how they are *different*. Some of these are *quadrilaterals* and some are not. Look at figure 1. We can describe it by counting how many sides it has: 1, 2, 3, 4. It has 4 sides. Write down 4."

2. *Student and teacher verbalize*

"Look at figure 2. How many sides does it have? Count with me: 1, 2, 3, 4, 5. Write down 5.

"Look at figure 3. How many sides does it have? Count with me: 1, 2, 3, 4. Yes, it has 4 sides. Write down 4.

"Here is figure 5. Count the sides. How many sides does it have? Write down 4.

"Now look at figure 6. How many sides does it have? Write down 4."

3. *Teacher feedback*

"In the last six examples, four were alike and two were different. What are the numbers of the four which were alike?" (Give students time to answer.) "If you said figures 1, 3, 5 and 6 were alike, that is correct."

"Describe how you think the four figures you named were alike." (All had 4 sides.)

"The four figures which are alike are *quadrilaterals*. *Quadrilaterals* have 4 sides."

4. *Practice*

Give students additional polygons to identify as quadrilaterals. Give individual help as needed.

Adapted from Scott, J. A. 1972. *Lessons on selected geometry concepts written in expository and discovery modes of presentation and a test of concept mastery.* (Practical Paper No. 13.) Madison, WI: University of Wisconsin, Research and Development Center for Cognitive Learning.

FIGURE 2
Examples of Adaptations of Content Format

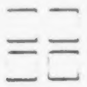
I. *MATH*

A) Give visual cues:

←

$$\begin{array}{r} 32 \\ -\ 15 \\ \hline \end{array}$$

B) Give visual prompts:



$$\begin{array}{r} 384 \\ \times\ \ 64 \\ \hline 1536 \\ 2304 \\ \hline 24576 \end{array} \qquad \text{OR} \qquad \begin{array}{r} 688 \\ \times\ \ 10 \\ \hline 0 \end{array}$$

II. *SOCIAL STUDIES*

A) Provide structured overview of topic:

— CIVIL WAR LEADERS —

North	South
Lincoln	Davis
Grant	Lee

III. *SCIENCE*

A) For students who have trouble reading from the text or following teacher's oral directions, taped science experiments would be an excellent adaptation. This allows for independence and flexibility. The student can pursue his or her interest and accept responsibility for preparation.

B) Also, with experiments, provide an adapted lab assignment sheet.

IV. *ENGLISH*

A) Provide a punctuation key to use when punctuating sentences. The key consists of four cards containing a punctuation mark and key words or sentences.

What Why
?
Who Where

Yuck
!
Wow

My name is Kim.
•
The door is open.

Get your pencil.
•
Close the door.

TABLE 4
Lesson Plan Modifications

Subject: 8th-grade physical science

Skill taught: Identifying acids and bases

Objective: Student will be able to distinguish acid and base solutions at 80% accuracy using litmus paper testing

Entry-level skills: Student is able to perform basic laboratory experiments. Reading Level - 5.5

Student's name: Robert King

Domain level: Comprehension

Student learning style: Visual

Regular class plan	*Adapted teaching mode (techniques)*	*Media adaptations*	*Adapted format content*
1. Lecture on acids and bases 2. Demonstration of testing for acids/bases. 3. Textbook pages 76–91 4. Students write lab report on results	*Expository adaptations: (Lecture)* • Provide students with individual lecture outline for notetaking • Provide study guide on acids/bases for test review *Inquiry adaptations: (Asking questions)* • Before and after the demonstration, ask relevent questions that the mainstreamed student has a good chance of being able to answer. Match questions to students' level of learning (e.g., knowledge, comprehension, etc.) • Ask questions designed to ensure *all* students understand *Demonstration adaptations: (Modeling)* • Use modeling strategies to allow student to follow demonstration with own tests *Activity adaptations: (Group work)* • Provide a peer tutor to help the student in following directions, completing the activity, writing the lab report, and reviewing for the test	Use overhead projector to show visual outline of lecture. Underline main points with grease pencil Videotape demonstration for study and review Write major points of lecture and definitions of new terms on blackboard Provide bulletin board with various substances to be identified as acids or bases. Answers should be included for self-check	Adapt pages 76–91 of book to student reading level, and provide a typed copy Provide a visual chart as a prompt in recalling characteristics of acids and bases Allow the mainstreamed student to complete lab report in the resource room if necessary; if he/she has difficulty writing, allow student to record responses for the teacher to evaluate

content may be modified. Academic content consists of any of the materials or activities presented to the class, such as textbooks, worksheets, blackboard materials, lectures, demonstrations, and panel discussions. One effective method of adapting the format is through the use of task analysis. With this approach, the teacher breaks an instructional task down into several steps. The mainstreamed student is then taught one step at a time. Other ways of adapting the format may include: typing instead of handwriting all worksheets; reducing the number of items per worksheet to be completed; and adapting the textbook to the student's reading level. Adapting the content format reduces the workload for the handicapped student and matches the material to the way in which the student learns. Figure 2 presents other examples of adapted content format. Table 4 presents a sample adapted lesson plan, which includes adaptations for the teaching mode, the media, and the content format.

Summary

In order for the mainstreamed learner to meet instructional objectives, the regular class lesson plan may need to be modified. The three components of the plan that may be easily adjusted to meet the mainstreamed student's needs are the teaching mode, the media, and the content format. The teacher may provide the opportunity for mainstreamed learners to succeed in the regular classroom by adjusting his or her teaching strategies to meet their unique educational needs.

REFERENCES

Henson, K. T. 1979. Questioning as a mode of instruction. *The Clearing House* 53(1): 14–16.

Hoover, K. H., and P. M. Hollingsworth. 1975. *Learning and teaching in the elementary school.* Boston: Allyn and Bacon.

Jarolimek, J., and C. D. Foster. 1981. *Teaching and learning in the elementary school.* 2nd ed. New York: Macmillan.

Payne, J. S., E. A. Polloway, J. E. Smith, and R. A. Payne. 1981. *Strategies for teaching the mentally retarded.* Columbus, OH: Merrill.

Scott, J. A. 1972. *Lessons on selected geometry concepts written in expository and discovery modes of presentation and a test of concept mastery.* (Practical Paper No. 13) Madison, WI: University of Wisconsin, Research and Development Center for Cognitive Learning.

Suran, B. G., and J. V. Rizzo. 1970. *Special children: An integrative approach.* Glenview, IL: Scott, Foresman.

Wehman, P., and P. J. McLaughlin. 1981. *Program development in special education.* New York: McGraw-Hill.

Wood, J., and M. Rosbe. 1985. Adapting the classroom lecture for the mainstreamed student in the secondary schools. *The Clearing House* 58(8): 354–58.

BEST COPY AVAILABLE

RETENTION OR PROMOTION?

Here's How You Decide!

LIGHT'S
RETENTION SCALE
«revised»

H. Wayne Light, PhD

Voted Outstanding California's School Psychologist in 1980.

Light's Retention Scale will clarify your grade retention decisions and confirm that they have been based on professional standards. A big assist for those difficult parent conferences.

Takes into account 19 different categories when evaluating students in grades K-12. Included are:

— Parent participation	**— Physical size**
— Transiency	**— Previous retention**
— Emotional problems	**— Siblings**

This scale represents the most comprehensive search of the literature on school grade retention ever published.

Teachers • Administrators • School Psychologists

Be prepared to support your decisions this spring!

The complete *Light's Retention Scale* includes a manual, 50 recording forms, and 50 *Parent Guides* in a vinyl folder (Order #276-7-AN) $39.50.

This test must be ordered on official institutional purchase order forms or on professional letterhead. Add 10% for billing/handling.

ACADEMIC THERAPY PUBLICATIONS,
20 Commercial Blvd., Novato, CA 94947

ADAPTING THE PRESENTATION OF ACADEMIC CONTENT

Judy W. Wood

Changing the presentation of a lesson can make the difference between mastery or failure.

Frequently, the mainstreamed learning disabled student can master the academic content presented in regular language arts classes. However, learning will be easier when alternative ways of presenting language arts content become standard procedure in regular classrooms. For example, in teaching English grammar, teachers carefully follow this conventional method. Their success may depend on the teacher's ability to adapt or modify the presentation of content. A discussion of typical problems follows, with some ideas for ways to adapt presentation of content.

Regular Class Assignments

Regular class teachers often become concerned when learning disabled students cannot complete in-class or homework assignments. According to Wood (1984), the regular class teacher should ask the following questions about the mainstreamed student when she sees that the student is having difficulty with class assignments.

1. Does the student have the skills to complete the required task?

2. If not, does the student have the prerequisite skills for beginning the required task?
3. Does instruction begin at the student's functioning level?
4. Has the student's learning style been determined?

If the teacher can answer affirmatively to these questions and the student still has trouble completing the task, then adaptations need to be made in the presentation of academic content. To modify the presentation of content for more effective class instruction, teachers might try the following suggestions in examining the major skill areas of oral language, reading, writing and language process/grammar.

Adaptations for Oral Language

Activity. Participating in oral classroom discussion

Adaptation. To assist with listening to questions and giving appropriate answers, allow student to use a tape recorder. Tape questions with pauses for the student to respond. This gives the student a chance to play back the question and organize his answer. As the student becomes more comfortable with oral discussions, perhaps taping could be faded.

Activity. Giving oral reports

Adaptation. Allow students giving oral reports or speeches to use prompts, such as cards, posters, or visual models. Reports could also be presented with puppets or in costumes.

Activity. Storytelling

Adaptation. For storytelling activities, provide "story starters" for students who have trouble with original ideas. Allow students to tape stories to help with formulating ideas or for presentation purposes.

Activity. Plays

Adaptation. When reading plays, allow students with visual tracking difficulties to code or highlight their lines.

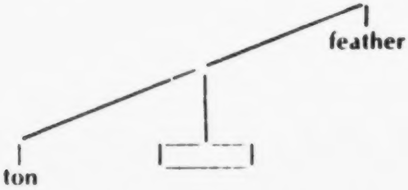
Adaptations for Reading

Activity. Comprehension

Adaptation. With activities in which the student is reading for comprehension information, highlight who, what, when, where, etc., questions in different colors. For example, highlight "where" questions in yellow, "who" questions in blue, etc.

Activity. Understanding idioms

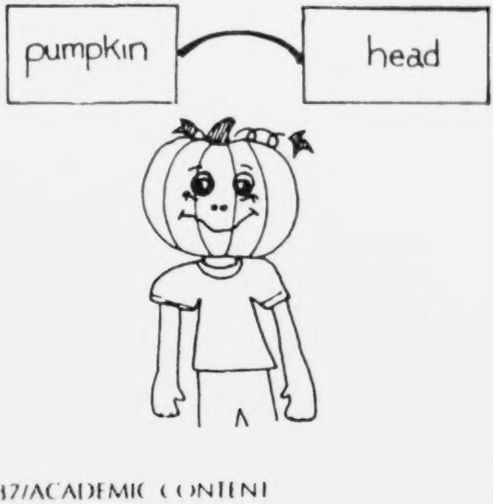
Adaptation. Ask students who are having trouble reading and understanding idioms to demonstrate in concrete illustrations.



Example: He weighed his words.

Activity. Understanding compound words

Adaptation. For students who are having trouble reading and understanding compound words, present the following activity: Provide cards with individual words and have the student select two. Put these two words together or exchange with a friend. Nonsensical words can be created and drawings or magazine pictures used to illustrate the new compound word.



Activity. Free reading time

Adaptation. After years of reading failure, students become "turned off" to reading. Therefore, it is up to the teacher to find reading material that is interesting, acceptable, and enjoyable. Here is a list of motivators for reluctant readers:

- Joke and riddle books
- Album jackets
- Comic strips
- Travel brochures
- TV schedules
- Advertisements
- Telephone book— Yellow Pages
- Society columns— Dear Abby
- Sports page
- First Aid books
- Magazines
- Greeting cards
- Comic books
- Tongue twisters
- Transportation schedules
- Catalogues
- Classified ads
- Cook books
- Biographies
- How-to books
- State Department Driver's Education Manual

Activity. Making predictions and drawing conclusions

Adaptation. This skill may be modified by (1) reading the passage to the students and (2) presenting several choices of outcomes from which the student selects the correct answer.

Activity. Reading graphs and maps

Adaptation. Teach students to read and understand graphs and maps by using high interest information on the graph or map. (Example: favorite TV shows.)

Adaptations for Writing

Activity. Finding reference materials

Adaptation. Teach students to use a variety of reference materials. Provide a list and map that shows the location of these items in the library.

Activity. Collecting reference information

Adaptation. Give student a reference check worksheet to help keep track of reference information (see Figure 1).

FIGURE 1
Reference Check Worksheet

Book

Author: ____________________

Date: ____________________

Title of Book: ____________________

Edition: ____________________

Place of Publication: ____________________

Name of Publishing Company: ____________________

Magazine / Journal

Author: ____________________

Date of Magazine/Journal: ____________________

Title of Article: ____________________

Name of Magazine/Journal: ____________________

Volume Number: ____________________

Magazine/Journal Number: ____________________

Page Number: ____________________

Activity. Organizing research material

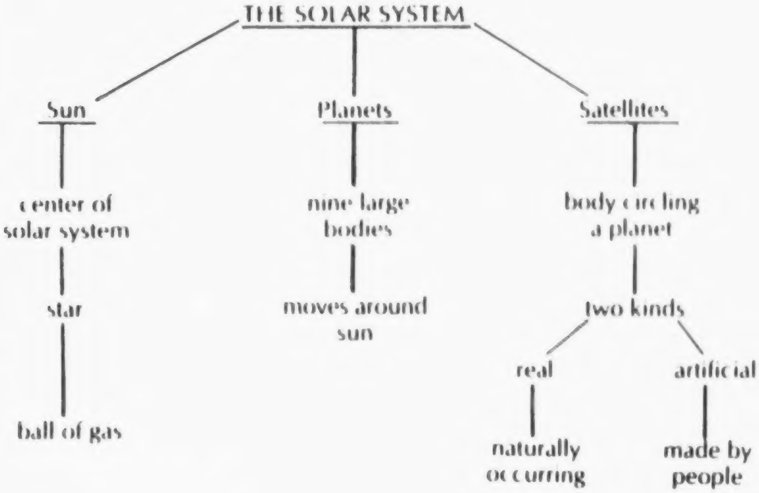
Adaptation. Figure 2 presents ways to help mainstreamed students organize their research material into a more visual outline by using a graphic organizer.

FIGURE 2
Graphic Organizer

Steps in Developing the Graphic Organizer

1. List the topic to be researched on the first line.
2. After reading or taking notes on topic, divide information into major headings.
3. On index cards, list all words which represent the major headings.
4. Organize words into major areas.
5. Place words under appropriate subheading.
6. Place the words into the organizer format.

Graphic Organizer


THE SOLAR SYSTEM
Sun
Planets
Satellites
center of solar system
nine large bodies
body circling a planet
star
moves around sun
two kinds
real
artificial
ball of gas
naturally occurring
made by people

Activity. Writing a business letter

Adaptation. Provide students with a visual model with lines to be filled in with the appropriate parts of the letter. This prompt can be faded by providing dotted lines in place of the solid lines. Figure 3 presents the business letter adaptation.

FIGURE 3
Model for Adapting the Business Letter Format

Business Letter

Your ______________________
Address ______________________
____

Address ______________________
of ______________________
Business ______________________

Greeting ______________________

Body ____
____
____
____
____
____
____

Closing ______________________
Signature ______________________

Activity. Creative writing

Adaptation. As a teacher, don't be overly critical of grammatical errors in creative writing activities. Be concerned with the creativity, praise the efforts, and provide assistance with rewriting.

Adaptations for Language Process/Grammar

Activity. Understanding the four kinds of sentences

Adaptation. Provide a basic sentence key to be used when the task is identifying sentences. The key consists of four cards containing the type of sentence on one side and an example on the back.

Question ?	What time is it?	Exclamation !	Watch your step!
Front	Back	Front	Back

Activity. Punctuation

Adaptation. Using newspaper cartoons, replace the cartoon bubbles with assigned sentences and allow student to punctuate.

Activity. Organization

Adaptation. Organize the student's schedule with a desk calendar in which important dates are posted.

Summary

Creativity, versatility, and innovation are three prerequisites to good teaching. These attributes are also needed in adapting the presentation of content. Often, in a regular classroom, adaptations can be a form of instruction for the mainstreamed student and reinforcement for the rest of the class. Changing the presentation of a lesson can make the difference between mastery or failure.

References

Wood, J.W. 1984. *Adapting instruction for the mainstream.* Columbus, OH: Charles E. Merrill.

Judy W. Wood, PhD, is an associate professor in the School of Education, Virginia Commonwealth University, Oliver Hall South, 1015 West Main Street, Richmond, VA 21284-0001.

MAINSTREAMING— READY OR NOT

Barbara Lowenthal

The special educator can make an important contribution to the success of a student in a mainstreamed class.

"How do I know when Johnny is ready to be mainstreamed? How do I help him succeed in his new setting?" These are questions many special educators of mild to moderately handicapped students often ask of themselves, especially with the increased emphasis on the integration of these children into the mainstream (Will 1986; Burstein 1986; Ryan 1984; Beech 1983).

To answer the first question, specific criteria can be set for the special teacher to follow that will help answer the question of the student's readiness for integration. These criteria can include both academic skills and social-behavioral abilities. Academically, the child should function as closely as possible to the midpoint or average of the mainstreamed class. He should also be able to utilize regular class textbooks and exhibit some consistency in performance, especially in regard to speed, accuracy, the ability to complete an academic assignment. However, perhaps even more essential to success in the mainstream are the social-behavioral survival skills. These can include the ability to work independently, to adjust to delays in feedback and reinforcement, to display hand-raising behavior, to follow directions given only once, to know

Adapting Test Construction for Mainstreamed Mathematics Students

By JENNIFER WINGO MIEDERHOFF and JUDY W. WOOD, Virginia Commonwealth University, Richmond, VA 23284-2020

Recognizing the need for making adaptations for special students in regular classes, Project TRAIN at Virginia Commonwealth University has developed a model for adapting the curriculum for mildly handicapped children (Wood 1985). The model is generic to all academic subjects and grades K–12. This article focuses on adapting the construction of teacher-made mathematics tests for mildly handicapped children, that is, the educable mentally retarded, the emotionally handicapped, and the learning disabled, in the mainstream.

> **For many mildly handicapped children test days elicit memories of earlier failures and feelings of inadequacy and self-doubt.**

The teacher-made test is the most widely used method of evaluating students' performance in our school's mathematics classes. For most students tests are viewed as necessary nuisances, but for many mildly handicapped children test days elicit memories of earlier failures and feelings of inadequacy and self-doubt. These negative feelings affect test performance, and the cycle of repeated failures continues.

In addition to experiencing test anxiety, mildly handicapped children often perform poorly on teacher-made tests owing to the nature of their handicaps. They may have learned the information presented in class but are unable to demonstrate their knowledge because of poor reading skills, visual perception problems, inadequate reasoning and comprehension, fine-motor difficulties, or other related deficiencies. For example, John (a learning-disabled student with visual perception problems) works well in both the biology laboratory and in the classroom setting. He enjoys working with laboratory equipment and is also a good student when material is presented in lecture form. However, when John receives a biology test on a faded purple ditto, he is unable to distinguish one word from the other. Because he is reluctant to ask for special assistance in reading the test, John generally receives a failing grade. As a result, he is very discouraged and regards himself as a failure. Another example is Rosa, who has fine-motor control problems that cause her to write slowly and illegibly. She almost never finishes a test, especially if essay responses are required. Rosa, too, regards herself as a failure. To help students like John and Rosa, mathematics teachers need not lower their expectations and standards for mainstreamed students in their classrooms. Nor is it necessary to alter course objectives for these students because of their various disabilities. The teacher may simply need to prepare two versions of a test, one adapted for the mainstreamed students and the regular version for the remainder of the class. In many instances, minor alterations in assessment procedures can mean the differences between success and failure for mainstreamed students. If the teacher considers the mildly handicapped students' special needs and slightly adapts the test, the cycle of test failures may be broken.

The purpose of this article is to present suggestions regarding the construction of a teacher-made test. Some suggestions apply to all students. Others relate to adapting a

---

test for m
the teache
pects can
test items
may adap
nents acc
dents. Th
cording t
the sugge
Wood and

Fig 1
teacher-ma

The t
students
perceptio
havioral
dation
quently,
cations w
handicap
suggestic
ate for ev
these tes
all stude
Teachers
judgment
to emplo
students.
"clearly
sponses
making t
the sugg
the stud
primarily
ception ;
aptation
into tw
"Sugges

Consider this example:

DIRECTIONS

Add the fractions.

Give the answer in the lowest terms.

Example:

$$\begin{array}{r} \frac{1}{3} = \frac{2}{6} \\[1em] +\frac{1}{2} = \frac{3}{6} \\ \hline \frac{5}{6} \end{array}$$

Test Items

Our next suggestions are classified according to problem types. We have identified the following four types of questions: computation problems, word problems, multiple-choice items, and matching items.

Computation problems

Computation problems usually require the student to apply an algorithm or a formula to find a numerical answer. Consider these suggestions for computation problems:

Suggestions for all students

1. Provide manipulative objects that make the problems more concrete.

Suggestions for mainstreamed students

1. (*a*) Avoid mixing different problem formats in the same section.

For example, a student with organizational or visual tracking difficulties may be able to solve problem A but may not be able to align the numbers in problem B.

Problem A

$$\begin{array}{r} 4\ 6\ 8 \\ 3\ 1 \\ \underline{+1\ 8\ 9\ 4} \end{array}$$

Problem B

$$670 + 40 + 2861 =$$

(*b*) Avoid mixing vertical and horizontal problems in the same section, for example,

$$\begin{array}{r} 8 \\ \underline{\times 5} \end{array} \quad \text{and} \quad 5 \times 6 = \underline{\quad}.$$

For the student with visual tracking problems or for a student who has difficulty "changing gears" from one process to another, this shift in presentation may be confusing. It would be better to test the student's knowledge of the two processes in two separate sections of the test.

2. Supply visual prompts:

$$\begin{array}{r} \square \\ 7\ 3 \\ \underline{+6\ 9} \end{array} \quad \text{or} \quad \begin{array}{l} \overline{}\ \text{R} \\ 61\overline{)\,2\ 6\ 3} \\ - \\ - \end{array}$$

3. Give formulas and meanings of symbols:

$$C = \pi d$$

< means less than

4. Give a set of written steps for applying algorithms:

Example: Long division

1. Divide
2. Multiply
3. Subtract
4. Check
5. Bring down

> **Mathematics teachers need not lower their expectations and standards for mainstreamed students in their classrooms.**

Word problems

Consider these suggestions for writing word problems:

Suggestions for all students

1. Use simple sentences. Avoid unnecessary words that may cause confusion.
2. Use a problem context that is relevant to the student's personal experience.

Suggestions for mainstreamed students

1. Underline or circle key words, for example, less, more.
2. Use no more than five word problems per test, since these require greater effort to read and understand.
3. Give formulas as reminders of operations to be used.
4. Be sure that the reasoning skills being tested are appropriate to the student's comprehension level. Avoid the use of

Test Design

The final aspect of the test that can be easily adapted is the overall test design. Some adaptations that can be made in test design include the following:

Suggestions for all students

1. If possible, test, teach, and retest for a final grade.
2. Construct the test in logical sequential order: from simple to complex problems.
3. Use test items that reflect the technique used to teach: for example, if the students were taught only computation problems, avoid word problems.
4. Type or print legibly. Use large print when available. If handwriting the test, be sure items are listed clearly, concisely, and neatly.
5. Prepare a study guide for the test that matches the design of the actual test.

Suggestions for mainstreamed students

1. Design the test to reflect the student's knowledge rather than such elements as the ability to follow complicated directions, use of elaborate vocabulary, or ability to work under time constraints.

2. Adjust the readability level of the test to meet the student's needs.

3. Prepare the test in short sections that can be administered individually if necessary.

4. Place one type of question on each page, for example, one page for matching and one for word problems.

5. Review individually with the student or allow a peer tutor or the resource teacher to review with him or her prior to the test.

6. After consulting the student privately concerning his or her testing preferences, design the test to meet those needs.

7. Use graph paper, since the squares may help the students keep the figures aligned.

8. If using the chalkboard for tests, clear other material from the board; then print or write in large, legible letters. Avoid lengthy tests for students with copying difficulties.

9. Avoid oral tests and quizzes.

10. Plan to allow handicapped students to take tests in the special classroom if time, reading ability, or embarrassment are problems.

11. Clearly duplicate using *black* ink if available. Avoid using faded purple dittos for all students, but especially for those with visual acuity and visual perception difficulties.

12. Use a large sheet of dark construction paper under the test to act as a border. Provide a sheet of paper with a "window frame" cut in it to help in reading the test. This device helps those students with visual acuity and visual perception problems.

13. If the student has difficulty finishing on time, administer an adapted, shortened version of the test. Another option is split-halves testing, where one section of the test is administered one day and one section the next day.

14. If a modified test is necessary for a mainstreamed student, design it to resemble the regular test to avoid embarrassing the mainstreamed student.

Summary

Mildly handicapped students desire to learn and succeed in school just as their regular classmates do. Unfortunately, learning problems and test anxiety often cause them to experience failure when taking tests. If they are given teacher-made tests that have been adapted to meet their individual needs, their chances of achieving success in testing are greatly increased. Success in testing will encourage positive feelings toward all aspects of school and the process of learning.

REFERENCES

Wood, Judy W. *Statewide Institutes for Adapting Instruction for Regular Educators* (Project TRAIN). Richmond, Va.: Virginia Commonwealth University, 1985.

Wood, Judy W., and Jennifer W. Miederhoff. "Procedures for Evaluation and Grading." In *Statewide Institutes for Adapting Instruction for Regular Educators* (Project TRAIN). Richmond, Va.: Virginia Commonwealth University, 1986. ■

Pr
Se

By DAVE

The
her
cations
above
cepts. T
pected
Studen
cause
making
type th
and gi
solving
terns, u
On
weeks
the sea
gram th
student
in the
sures
solving
we do g
solving
Most s
breaks
to sit
window
near a
Th
classro
and ha
desks e
any se
seats a
design.
Bef
written
II + or
sheet
and co
they
class n
Finally
sheet

END

U.S. DEPT. OF EDUCATION

OFFICE OF EDUCATIONAL
RESEARCH AND
IMPROVEMENT (OERI)

ERIC®

DATE FILMED

APR. 10. 1990